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MADRAS GOVERNMENT

MADRAS LEGISLATIVE ASSEMBLY DEBATES

SECOND SESSION OF THE LEGISLATIVE ASSEMBLY UNDER THE CONSTITUTION OF INDIA.

2nd, 3rd, 5th and 8th to 12th August, 1st, 2nd and 5th September 1950.

Volume III (Nos. 1 to 11).

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SRI S. NAGARAJA MANIGAR :—" Sir, if such district boards which have got enough funds to run bus services, and apply for permission, will the Government grant them permission to run such services? "

THE HON. SRI K. CHANDRAMOULI :—" The policy must be uniform, and if there are funds enough for such of the district boards to run the service and they apply for permission, each case will be considered on its merits and my hon. Colleague who is in charge of this matter will consider them and do the needful."

JANAB N. MUHAMMAD ANWAR :—" The Hon. Minister said that the local bodies still have shares and other things with the Government. May I know, Sir, what are the other things? "

THE HON. SRI K. CHANDRAMOULI :—" Other things ", mean profits or losses accruing therefrom."

SRI S. NAGAPPA :—" Sir, is it not a fact that there is what is called a Railway Cess Fund in each and every district board which is intended for running railways. So, Sir, when a district board can run railways, may I ask, whether they cannot run other means of transport like the bus service and why should the Government object to it? "

THE HON. SRI K. CHANDRAMOULI :—" All district boards have not got the Railway Cess Fund, and even those boards which were running their railways, have gradually withdrawn it."

Introduction of Hindi as a compulsory subject in Secondary schools.

*16 *Q.*—SRI A. VEDARATNAM PILLAI : Will the Hon. the Minister for Education be pleased to state whether the Government have introduced Hindi as a compulsory subject in Secondary schools, and if so, in what forms?

THE HON. SRI K. MADHAVA MENON :—" No."

MR. SPEAKER :—" The Hon. Minister said the other day that there was going to be a separate debate on the subject and so the hon. Members may not put supplementary questions."

SRI A. VEDARATNAM PILLAI :—" May I know, Sir, whether Hindi is an examination subject, and if so, what is the minimum mark and maximum mark fixed for it and how many periods have been allowed for a week? "

THE HON. SRI K. MADHAVA MENON :—" The question is, whether Hindi has been introduced as a compulsory subject and the answer is in the negative. In places where it is not taught compulsorily, I cannot say now whether it is an examination subject, whether it is taken by pupils as an optional subject, the minimum and maximum marks and what is the number of periods it is taught in a week."

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SRI M. S. PATTABHIRAMIAH :—" May I take it, Sir, that the Government upheld the contention of Periyar Sri E. V. Ramaswami Naicker who was always saying that Hindi could only be an optional subject in our State and that they never accepted it. Now, will the Government express their gratefulness to that great man in our State? "

THE HON. SRI K. MADHAVA MENON :—" If my hon. Friend wants to give the credit to Mr. Ramaswami Naicker, I have no objection if he is very anxious about it."

SRI S. PARAMANANDA RAYAR :—" Sir, whether it is a fact that many schools have not carried out the proceedings of the Director of Public Instructions No. R.C. 2747, dated 24th October 1949, if so, the reasons for their not carrying out the instructions and what steps the Government have taken in this direction? "

THE HON. SRI K. MADHAVA MENON :—" My hon. Friend refers to an instruction issued by the Director of Public Instructions in pursuance of a Government Order of 1949. If he could give me more particulars as to which school or schools have not carried out the instruction, I shall enquire. If he merely asks whether some schools have not carried out the instruction, my answer will be, they must have carried out the instruction."

Loan applications to purchase oil-engines.

*17 *Q.*—SRI R. NATESAN : Will the Hon. the Minister for Land Revenue be pleased to state—

(*a*) the number of loan applications received from the agriculturists of Pudukkottai division since merger to purchase oil engines; and

(*b*) the number of loans that have been granted?

THE HON. SRI H. SITARAMA REDDI :—" (*a*) Forty-seven loan applications were received from the agriculturists of the Pudukkottai division since merger for the purchase of oil engines and pump-sets.

" (*b*) Of the 47 applications received, 11 have been rejected, some for reasons of insufficient security offered by the applicants and some were withdrawn by them. The remaining 36 applications are under investigation."

RAJA MUTHIAH CHETTIYAR OF CHETTINAD :—" Sir, realizing the fact that Pudukkottai area is a dry area with no irrigation facilities, will the Hon. Minister take steps to expedite passing orders on the 36 pending applications? "

THE HON. SRI H. SITARAMA REDDI :—" A special staff has been appointed for the purpose and it will be expedited."

SRI C. M. KOTHARI :—" May I know, Sir, when the investigation will be completed and how long it has taken to investigate? " 11.45 a.m.

THE HON. SRI H. SITARAMA REDDI :—" This is the sort of standard question by some of the hon. Members; I can

V.—GOVERNMENT MOTION.

STUDY OF LANGUAGES IN SECONDARY SCHOOLS.

* THE HON. SRI K. MADHAVA MENON :—" Mr. Speaker, Sir, I move—

' *that the orders* [a] *G.O. No.* 2121, *Education, dated* 27*th July* 1950, *regarding the study of language in Secondary Schools under the reorganized scheme of secondary education be taken into consideration.*'

" Sir, I have already placed before the House a statement[b] about the position of the study of languages, with a little history of it. I may be permitted now to explain it a little further.

" Ever since I assumed charge as Minister for Education numerous representations have been made to me by experienced teachers, both in their individual capacity as well as in their representative capacity as office-bearers in South Indian Teachers' Union, Madras Teachers' Guild, etc., that some aspects in the re-organized scheme of Secondary Education introduced by
4-15 p.m. Government in 1948, required urgent re-consideration. This was particularly so, according to the information that I received, in regard to the place of languages. When I tried to acquaint myself with all the details of this vexed problem, I realized that the problem is so intricate and difficult that what at first sight might appear very good and fool proof and the best solution to the author, may prove to be capable of improvement even to that author himself. I am not making this comment in any light-hearted mood as will be clear to the hon. Members on an analysis of the sattement [b] I have placed before them.

" The first Government Order on Re-organization of Secondary Education to which I wish to draw the attention of the hon. Member is G.O. No. 1394, Education, dated 29th May 1948. According to these orders the position of languages was as follows :—

(1) Hindi should be taught in Forms I to III.

(2) As an alternative to Hindi, students could offer Sanskrit, Arabic, Persian or Urdu.

(3) That the study of Hindustani or its alternative in Forms I to III should be compulsory in Andhra, Kerala and Karnataka but optional in Tamil Nad.

(4) English was to be commenced only in Form II contrary to the recommendations made by the Board of Secondary Education.

" It is unnecessary for me to point out that these orders providing for the teaching of Hindi or its alternative as optional in one linguistic area cannot be justified on any conceivable educational

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[a] Printed as Appendix IV on page 670 infra.

[b] Printed as Appendix V on pages 671-674 infra.

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ground. I cannot understand how a third language could be considered as desirable in the Andhra, Kerala or Karnataka area but not so in the Tamil Nad.

" Another peculiar feature of these orders was that in respect of the alternative languages prescribed for pupils who did not wish to take Hindi, viz., Sanskrit, Arabic and Persian are not spoken languages in our country. The fourth language that was included in this group was Urdu which some Muslims claim as their mother-tongue even in this State. While permitting this minority group to offer Urdu as an aternative language, it was prescribed that students who offered Urdu should learn the Nagari script also. I felt that this was a difficulty imposed on a section of the community who were anxious to learn their mother-tongue.

" Scarcely a month after these orders were passed, further changes were introduced which, with respect, may I say, were much more reasonable and logical and they were that the study of a third language, that is Hindustani or its alternative, was to be compulsory even in Tamil Nad. Secondly, provision was now made for offering any other Indian language as an alternative to Hindustani. Provision was thus made for pupils to study their mother-tongue where the actual medium of instruction was the regional language, a concession which would benefit not only the minorities but also other language groups such as Tamils studying in Telugu area and vice-versa.

" Hon. Members are already aware that the standard of attainment in English has been deteriorating rapidly and as long as English continued to be the medium of instruction in the University stage it was absolutely essential that this tendency had to be arrested. Experienced educationists made it quite clear that with the reduced allotment of periods in the time-table to the teaching of English it would be disastrous to commence the study of this language in Form II. It would never have been possible for such pupils to have attained sufficient mastery in that language to receive instruction in the University classes through that medium. This criticism was so insistent and so obviously reasonable that even without consulting the Secondary Education Board of the Provincial Advisory Board of Education, Government passed orders restoring English to its original position in Form I during the regime of my predecessor, Hon. Mr. Shetty.

" It was left to me to take action on the other criticisms and difficulties which though not so urgent, were not less important. In the Re-organization Scheme due recognition had not been given to classical languages, in particular, Sanskrit. I do not think it is necessary for me to dilate on the special cultural value which a study of this language possesses. I felt that it was not fair to have made Sanskrit a alternative to Hindu. Till the 1948 scheme, the position was entirely different. Sanskrit could be offered as a language in the place of the regional language. Though I am not less enthusiastic than my friends in this House about the paramount importance of the regional language and mother-tongue, I cannot conceive of the need or the justice for relegating Sanskrit

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as an alternative to Hindi. If Hindi is to be the Federal language, it is obvious that our educational system should offer the fullest facilities for candidates to learn that language should they choose to do so; but to be asked to give up Hindi if they wished to offer a classical language *or their mother-tongue* is really to place the pupil and parent in a most unfair dilemma. Yet this was the position.

" Coming now to the place of language in Forms IV to VI, the first language which was the regional language was divided into two parts—intensive and non-intensive. A pupil could take both these parts if he chose to. If he did so he would have only one other language to study, namely English. If he wished to offer a third language either a classical language or Hindi or his own mother-tongue where it was not the regional language, he could take the non-intensive part or Part I of the regional language and in the place of Part II, study the third language that he cared to offer. Some friends have been criticising me for neglecting the regional language or mother-tongue and charging me with making regional language or mother-tongue optional—saying that it is a most outrageous crime. I should like to point out to the House that if there was any neglect of the regional language or mother-tongue it can be found in the 1948 orders which did not allow a pupil to study his own language properly if he wished to study Hindi. For the very large number of pupils who wished to learn the Federal language the option was for them to be contended with a much lower standard in their own regional language than in the old S.S.L.C. Scheme. As is clear from this, both at the I Form stage as well as at the IV Form stage students and parents were required to make a difficult, and if I may say so, an unpleasant choice.

" Since these orders of re-organization were issued only on the 26th June 1948, they could have reached the respective schools only towards the end of the month. There were no syllabuses, no text-books and not even instructions sufficiently detailed as to enable harassed schoolmasters to understand the full implications of this scheme. It was just possible for these teachers to struggle along if these orders had been introduced only in Form I and if the reorganization was allowed as according to me it should have been, to develop gradually year by year. The reorganization was brought into effect simultaneously in Form I as well as Form IV. Many exemptions had, therefore, to be granted almost immediately after the issue of these orders to a number of schools to adhere to the old two language scheme of the reorganization days.

" The Regional language in the higher Forms IV to VI was thus to be taught according to three different standards—a non-intensive lower standard, the 1929 higher standard and a yet higher standard contemplated in the intensive course. The difficulties which this multiplicity of standards gave rise to can easily be imagined by the hon. Members. The parents, the pupils, the schools, the S.S.L.C. Board and even the Universities were faced with difficult problems of choice, organization, examination and eligibility for admission to the Universities. Many schools which

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had chosen to adopt the reorganized scheme in languages requested for permission to revert to the older scheme as the pupils were not up to the required standard having begun the third language only in Form IV. Many schools could not also provide for the teaching of the languages according to the reorganized scheme.

" As a temporary solution for all these difficulties till Government could declare a definite and acceptable language policy, the S.S.L.C. Board resolved to set a common language paper for all these three groups of pupils a paper of the lowest standard—the non-intensive Part I standard. This temporary arrangement was to be in force till the 1953 examination, i.e., till the pupils admitted in Form I in 1948 and who had begun their studies according to the re-organized scheme could come up for the S.S.L.C. Examination.

" The Universities were good enough to accept this recommendation for the purpose of determining eligibility. I must take this opportunity for expressing my gratitude to all the authorities of the different Universities for the sympathy and consideration they have shown in accepting a definitely lower standard in language than was hitherto in existence. While doing so, the Vice-Chancellors have expressed to me the desirability of coming to a definite decision in the matter of language as expeditiously as possible. *Similar* representations were made to me by other bodies and agencies.

" Accordingly, the S.S.L.C. Board, the Provincial Advisory Board and a special expert committee were all consulted. I was myself present at some of these discussions and in accordance with their unanimous recommendations Government decided, firstly to make independent provision for the teaching of Hindi from Form I to Form VI giving that subject a reduced allotment of periods in the time-table. Hindi was no longer to be an alternative but could be studied by any pupil at his choice without having to sacrifice any other language. Continuity of instruction throughout the Secondary Schools course was also thus assured. Secondly, it was made possible for a pupil to study a classical language like Sanskrit or Persian or Arabic or in its place the mother-tongue where the medium of instruction was not the mother-tongue, without having to give up Hindi.

" When these orders were passed it was clearly understood that the regional language was not to be completely neglected as alleged by a number of critics but that all the candidates should possess a basic minimum of the regional language. Thus the pupil who took Sanskrit or Arabic did not altogether avoid the study of the regional language. He had to learn that language, naturally up to a lower standard, and sit for an examination. I realize that this was not made explicit in the orders that were passed in G.O. No. 1375, Education, dated 28th April 1950, as Government felt that the extent and scope of this basic language course could well be left to the expert committees that the Director of Public Instruction was asked to constitute immediately to define.

" On this account numerous criticisms were made that Government had approved a policy by which the regional language

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was to be completely neglected. This criticism was not quite justified. Yet to set all doubts at rest, Government have in their latest Order No. 2121, Education, dated 27th July 1950, defined the position of languages beyond all doubt. The regional language or mother-tongue is compulsory for all pupils. The syllabus is to consist of two parts even in Forms I to III as was the case in the syllabus for Forms IV to VI in the re-organized scheme—the first part being compulsory for all pupils. It was left to the option of the pupils to take Part II or in the alternative a classical language or another language. To make it quite clear to the syllabus-drafting committees that it is not the intention of Government that the attainment in the regional language should not be merely superficial a directive has been given that the proportion of time to be allotted to the two parts should be 4 : 3, 4 being allotted to Part I and 3 to Part II. The major portion of the time is thus given for the compulsory part of the regional language.

"As regards Hindi, provision for its teaching is to be made in all schools and in all Forms. It is to be studied independently at the choice of the pupil. There is however no compulsion as a pupil can take instead a craft, though it is my earnest hope that even though option is given the majority of the pupils will exercise it in favour of Hindi. Nothing is gained, individually or collectively, by showing hostility to a language which as the Federal language is bound to gain increasing prominence.

"Lastly, I have taken care to see that these orders are given effect to only in Form I and that the new scheme extends gradually in succeeding years to the next higher form.

"This resume of events and developments which I have given will, I trust, assure the Members of this House that Government have throughout been anxious to arrive at a sound educational policy unaffected by transient political agitation. Our school children should not be the victims of political prejudices.

"The general reception to the final scheme adopted by the Government is very encouraging. Though I feel that the scheme is good, as good as all compromises could be, I am not vain enough to feel that it cannot be improved. I therefore welcome all criticism, and will be grateful for the valuable suggestions of this August Assembly."

4-30 p.m. MR. SPEAKER :—" Motion moved—

'that the orders in G.O. No. 2121, Education, dated the 27th July 1950, regarding the study of languages in Secondary schools under the reorganized scheme of secondary education be taken into consideration.'

"I suggest that the hon. Mr. Karanth and the hon. Mr. L. N. Gopalaswami, who have given notice of amendments, move their respective amendments formally. After they are seconded, the main motion and the amendments may be taken into consideration together."

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SRI K. R. KARANTH :—" Mr. Speaker, Sir, I move the amendment that stands in my name—

'*and on such consideration, this House is of the opinion—*

(1) *that the first language (regional) should not be split up in forms I to III but taught as a whole; that it should be split up in forms IV to VI, so that in the place of its optional part a classical language like Sanskrit may be taken up;*

(2) (a) *that Hindi be taught from form III with an examination in it for the S.S.L.C.; and*

(b) *that it be made compulsory;*

(3) *that the syllabus for English be lightened but that the method of teaching be improved and made more efficient than it is now.*' "

SRI V. RAGHAVAYYA :—" I second it, Sir."

SRI L. N. GOPALASWAMI :—" Sir, I move the amendment that stands in my name—

' Add *the following at the end of the Government resolution :—*

" *On such consideration this House feels that the importance of ' Hindustani ' as the national language of our country has been given the go-by, as it has been assigned a place among non-compulsory subjects, while English an absolutely foreign language has been assigned a compulsory place in preference even to the* lingua franca *of our country.*" ' "

SRI A. VAIDYANATHA AYYAR :—" I second it, Sir."

MR. SPEAKER :—" Now the main motion and the amendments are before the House for consideration."

* SRI K. R. KARANTH :—" Sir, I quite appreciate and welcome the last sentence in the speech of my hon. Friend, the Education Minister, namely, that he has not made up his mind finally, and if there is any good thing that is going to be suggested he is quite willing to consider it. It is not my purpose to condemn, or to criticise or to assess the relative merits of the several orders passed because we have had so many orders and even though I tried my best to understand them it is rather difficult for me to do so. It looks like algebraical formulae of permutation and combination. In 1948 they issued two orders, another order was passed by another Minister, and two orders by this Minister himself. I quite appreciate the spirit, that this is not a matter for party or personal politics either, not even for provincial politics, whether it be for Tamilnad, or Andhra or Kerala. It is an important thing which affects the children. Therefore, I am glad this matter has ultimately come before this House. But, I regret that when an important subject like Secondary education is being dealt with by Government, I wish that in addition to expert bodies —experts are no doubt useful—this House, which is the most

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important institution in this State is also consulted. In the case of food, on which we have had so much discussion in the last two days, any democratic Government can benefit from the many useful suggestions which have been made. Similar is the case with regard to education. Now, in the amendment which I beg to place before this House, I do not claim any infallibility. I have put it in three portions, so that each part may be considered by itself.

"The amendment reads thus :

'and on such consideration, this House is of the opinion—

(1) that the first language (regional) should not be split up in forms I to III but taught as a whole ; that it should be split up in forms IV to VI, so that in the place of its optional part a classical language like Sanskrit may be taken up ;

(2) (*a*) that Hindi be taught from form III with an examination in it for the S.S.L.C. ; and

(*b*) that it be made compulsory ;

(3) that the syllabus for English be lightened but that the method of teaching be improved and made more efficient than it is now.'

"I will now take the first portion relating to the regional language.

"Regarding the regional language, my chief difficulty is with its splitting up as proposed by the recent order. I feel that it is quite impossible or rather inadvisable to split up the regional language in forms I to III. A child is barely ten years when it comes to the first form; it enters school in its fifth year and it will be 10 or 11 when it comes to the first form. In fact, I have myself a daughter studying in form I and I see the effect of the new scheme of education on her. It is difficult for her to understand English because it is a language which is quite contrary in its nature to any of our Indian languages. Therefore, at that stage to have a third language of a fourth language is certainly not very desirable. Further as long as the regional language is going to be the medium of instruction from forms I to VI, I expect a child to have a thorough grounding in the regional language itself. Therefore, it is not desirable, and it is not in the interests of the children, that there should be any splitting up of the regional language in forms I to III. I do not know what the optional part of it is going to be and if the relative importance will be four is to three or anything like that as stated by the Minister the pupil will suffer. Grammar and composition are important at that stage. One must have a first-class grounding till form III. I had a talk with an hon. Member just a few moments back and he told me that even up to the form VI stage, in the High school stage also, it should be compulsory and the whole of it should be taught. I quite see the reason behind that view. A boy of form VI ought to know his regional language well and he ought to be an expert in it. If in my amendment I attempted to split up the regional language from forms IV to VI, it was only so that a place could be found for a classical language like Sanskrit and that those who went to have a

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knowledge of Sanskrit could be given the option of having it without sacrificing the regional language. If by any means, it is possible to give place to a study of a language like Sanskrit without splitting up the regional language it is quite desirable. If it is impossible by any means to do so, then only I say that the regional language should be split up in forms IV to VI.

"As regards Hindi, I feel that in forms I and II, at any rate, there should be no third language. As the proposals stand to-day, a child can take up four languages in form I, of which Sanskrit can be taken as optional and Hindi also. If I am not mistaken, it is rather difficult for a child to grasp some of these things all at one time and I am afraid that the proposals are so arranged that you can take up all. There may be parents who believe that our children are capable of learning three or four languages but ordinary schools are meant for ordinary children. If people desire that Sanskrit if taught in form IV will be too late then I feel that, I cannot agree with them. I know of several people who learned Sanskrit up to a certain extent. When I was in prison, I asked one of my boys to take up Sanskrit and he gave up his school where there was no provision for the teaching of Sanskrit and he lost one year by that. I found that with very great difficulty he passed Sanskrit in Intermediate but I do not find him touching any Sanskrit books now. There are so many who graduate in Sanskrit but who do not at all pursue their studies after that. All the same, I agree that provision for teaching that language must be made in our High schools for those who desire it. The question is, however, at what stage is that to be done? Certainly not at a time when the child is in the first or second form. Simply because some few intelligent children are capable of receiving lessons in so many languages you should not plug into their minds the regional language, English, Sanskrit and Hindi. English is a very difficult language. With thirty years of studying that language, we are not able to speak in that language for even ten minutes correctly. I know the difficulty and I am even to-day reading books in English and with all that my knowledge in the regional language—I belong to the first S.S.L.C. of 1911 and there was no grammar then—is very poor: I think in English and I write and speak English, yet I know the difficulty of mastering that language. I know its effect upon our children. Therefore there is no use trying to give anything more than two languages and let there be no third language in at least forms I and II though I would have said for the III form also.

"There is another thing to which I wish to refer. It has been mentioned in the Sargeant Committee Report, and its main principles have been accepted by the Government, namely, that the High school course should not be thought of as a conduit pipe or gateway to go to the University. It should be a complete course in itself. Out of the 60,000 of the pupils appearing for the S.S.L.C. only one-third can expect to go into the University. Therefore, the S.S.L.C. course should be an end in itself and a boy coming out of it must have a good knowledge of the essential things so that he may be able to start his life on his own and there should be no attempt to reduce that minimum.

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"Regarding Hindi, I would tell my Tamil friends with the utmost humility that though the Hon. Minister for Education may say that he has not yielded to any agitation, I think that it is obviously a matter of yielding to it; that is clear beyond any doubt. At one stage Hindi was made compulsory and at another stage, it was made compulsory for others and an exception was made in the case of Tamilians. I think, Sir, if Hindi is necessary and will be to our interest in the future it will be so for all people and it must be taught to all. It is very much to be regretted that after getting Swaraj in the country, we should still hug English and that there should be a reaction in its favour more than in the past even though within a period of 10 or 15 years, Hindi has to take the place of English as the All-India language. That is a position which I cannot understand."

RAJA MUTHIAH CHETTIYAR OF CHETTINAD :—"It is going to be more and more."

SRI K. R. KARANTH :—"Then we shall have to go more and more south. It is unfortunate that in our country the south should be fighting with the north. It was the same in the history of the United States. I am asking the hon. Gentleman who made that observation. Do you not want this country to be one? Why should the Tamilians alone feel differently on the question of Hindi from the Kannada people or the Andhras. (An hon. Member: Not all.) I am glad to hear that not all Tamil people are of that view and am glad that my hon. Friends in the Congress in Tamilnad have been working for the spread of Hindi all these years, but still the opposition to Hindi is more in Tamilnad than anywhere else; that must be conceded and I regret that it should be so. I can understand their sincerity or their fear when they say: 'Do not reduce the efficiency or importance of the regional language.' But when that is conceded, should they say that they would not learn Hindi? Is it right? We must see that Tamil should not suffer and that it should be taught to the utmost till form VI, but I cannot see when that that is done Hindi should not be learnt. I beg of hon. Members to see that we must think of a time when we must be able to drop English. Even our self-respect demands it. I know it is an international language but all our people are not going to France, Europe or the United States. They are going to be here; I expect that one-third or a little more of our 60,000 S.S.L.C. pupils would be going to the University but for all the others a good working knowledge of English is enough. Articles 343 to 351 of the Constitution deal with the question of the official language. Hindi is the Union language and we have been given fifteen years to prepare ourselves for that task and at the end of the fifth year and again after the tenth year, Commissions are to be set up by the President to see what progress has been made in the States. I am asking if this sort of opposition to Hindi is good under the circumstances. I feel that if Hindi is good it is good for all and no distinction should be made between anyone. I am asking my Tamil friends why, when their demand for a thorough working knowledge of Tamil has been conceded and it is to be taught as they desire, they should oppose the learning of Hindi? Let it be made optional from

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form III and let people take Sanskrit from form IV. I shall explain why I have placed Hindi in form III. Before I came here, I had a discussion with some of the most experienced teachers in Mangalore. Nearly one-third of our boys come from higher elementary schools in the villages. There the school fees in the upper classes of the higher elementary schools are only annas eight or so per mensem whereas in the secondary schools, the fees are three or four rupees and the students continue in higher elementary schools for as long as possible and they get admitted in the form III though by this they lose a year, as they are not allowed directly to come to form IV. If Hindi is to be taught at any stage, I prefer form III. For the first two years in forms I and II, I say that three languages should not be taught and instead of paying lip service to it by devoting two hours for it per week, from the third form when one-third nearly of our children come from the higher elementary schools, Hindi must be taught and it must be taught for more hours and compulsorily also. Otherwise, I feel that we are not doing our duty by the country as a whole. I can of course understand the reactions against Hindi. Our Northern friends are trying to force it down down our throats; it will be all right if instead of it, they force on us more of paddy or rice (Laughter.) Much fuss was made when the Constitution was being drafted about the numerals. If in Northern India you have the misfortune of being knocked down by a motor car, you do not know the number of the car because it is in Hindi. The Arabic numerals are not there. If these gentlemen had seen the 'Story of Civilization' written by Will Durant published in about 1939, they will find what greatness is given to India; the so-called Arabic numerals originally began in this country itself. They are called Arabic numerals because Arabia adopted them. The fight over the Hindi numerals gives an idea of their fanaticism for forcing the language on others. But let us not react equally foolishly. Our duty to the country as a whole must be borne in mind. Go anywhere else, except in Madras Province or Mysore, to Hyderabad or Delhi or to Bombay where I was a student studying law, only Hindustani is spoken; it is the same thing everywhere. Of course I agree that the language is somewhat difficult in regard to genders and other things and it ought to be improved but its study is useful and necessary. Secondly the North and also the Central Government must learn one thing hereafter: If our children have to take the All-India Service, they will have to know Hindi. Otherwise, they will have no place in it. Similarly every North Indian student who takes to the All-India Service should have been learnt at least one South Indian language.

"Let us say and act as of one mind as we belong to the same country, and not as if we are somewhere in South Africa. In fact, when 'Kannada' was mentioned in the Central Assembly some years ago by a Karnataka M.L.A. a North Indian M.L.A. asked 'Where is it, is it in Canada?' If a speech were to be made in Kannada or in Malayalam in the Central Assembly, it arouses a lot of mirth. All this prevails because of want of proper perspective on the part of the Northerners. This can be probably set right by bringing the capital of the Union to a Central place. For at present, Delhi is too far in the north, and it would be well to 4-45 p.m.

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bring the capital to some place in the Central Provinces. Then people would have a better perspective and have a broader vision regarding the South. And we of the South also should have a better vision of the North. We should certainly lessen our craze for English in the South though it would be inevitable in the transitional stage.

"Now, Sir, I shall deal with the place assigned to English in the course of studies in the new curriculum. I have taken some trouble to see what it is at present. We all know what it was in the olden days. In former days we used to be encouraged to study and speak always in English, though it would not be a patriotic thing from to-day's point of view. We used to have associations and debating societies, where we were encouraged to speak only in English. We were asked to speak only in English in the classes and to the teachers: otherwise, if a boy talked in his regional language he would be fined; and that was the attitude towards English then. The medium of instruction was English, and the standard of English fixed was pretty high. If we contrast what we speak now with the speech of those who studied English in days earlier to mine, we see the marvellous difference between the two. I find, when my friend, Mr. Prakasam makes a speech, there is hardly a mistake; but when I read the manuscript of my own speech I find there are lots of mistakes in it.

"Now let me see, what the position is to-day. The old syllabus still remains; the medium of instruction has been changed to the regional language and only a few hours are allotted to the study of English. I do not oppose the change in the medium of instruction. I am glad, pupils now are able to study well and grasp quicker; I am glad children are able to compose even verses in the regional language; I am glad they are clever in Mathematics and most other subjects. But I am told that in the School Final Examination nearly fifty per cent of the failures are in English, because the standard is the still old standard, whilst all the other things which prevailed then had been removed. I am anxious that all our pupils should go out of the high school with a proper working knowledge of English, so that they might be able to converse correctly at least. I have in my hands last year's English text book prescribed for the S.S.L.C. Examination. When I turn over the pages in it, I find what a lot of scribblings in pencil in the margin and underlinings, verticle and horizontal, all through. That shows what amount of trouble the pupil has taken and what amount of waste of brain energy has been undergone by the pupil in studying it. I fail to see what bearing the study of Merchant of Venice and the other things we find in the text-book, has to the present condition of things. The lessons are all difficult to be understood by the pupils and the teachers have been telling me that the pupils do nothing but mug up things! No intelligent study is being made by the pupils, as the whole thing is too difficult for them. This text-book, which I show to the House was prescribed last year for the S.S.L.C. course and it contains more than 100 pages, consisting of prose and poetry selections. Very often, the text-book is not available to the students before the end of August. In my district, the high schools reopen in the month

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of June, and for the two months of June and July, no text-book is available, the lessons have to be rushed through. I am told this acts as too much of a strain on the pupil, and it is not in the interest of the future generation that it should be so. Therefore while I am next to none in our anxiety to see that our children get a good knowledge of English, the present standard is too high and should be reduced. The method of teaching should be altered and improved. Otherwise it would be a colossal waste of energy for our pupils.

" Sir, I do not want to take more time of the House. What I wish to inform the Government is, I do not expect any offhand answer to the points I have raised in my speech, that the orders recently issued have not yet reached the high schools. Till I left my place, the order had not reached my place, and there may be several such cases; so, there is enough time even now to modify the order suitably. The order should be modified in the light of the suggestions I have given. And when once Government come to a decision, they should not go on altering it every month or once every six months, because there is a change of Ministers as has been the case till now. Having come to such decision the Government should see that it is carried out in an effective manner."

* SRI L. N. GOPALASWAMI :—" Mr. Speaker, Sir, I beg to say a few words on the amendment, which I have already moved.

" The amendment is—

' Add *the following at the end of the Government resolution* :—

" *On such consideration this House feels that the importance of ' Hindustani ' as the national language of our country has been given the go-bye as it has been assigned a place among non-compulsory subjects, while English an absolutely foreign language has been assigned a compulsory place in preference even to the* lingua franca *of our country.*" '

Sir, I only want to express the feeling which has been created in the minds of the people like me when we see the educational programme that is being adumbrated by the Government. I am not an educationist myself, and so I do not arrogate to myself the expert opinion of how many languages should be taught, when they should be taught and where they should be taught. But I know this much that we in the State of Madras, irrespective of the districts to which we belong, belong to the one country of India, whose common language has been proclaimed to be Hindustani by its Constitution. When I tabled this amendment it is only to express my feeling that we have given the go-bye to Hindustani while we have stuck to English like a leech. We have been slaves to Englishmen till now, and though we have won our freedom, we still want to continue to be the slaves of English language. (Interruption.) I have absolutely no objection to talk in Tamil, but I want myself to be heard by all people in this House as well as outside. Long before the Englishmen had left our

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shores, we as Congressmen have pledged ourselves in our election manifesto to the introduction of Prohibition and the adoption of Hindustani as the common language of India. It is on that verdict that we have been returned to this House. But what do we see here? Sir, when I follow the educational programme of the Government here on the language question, I am only reminded of the story of the old man, his son and the ass and the sequel to their trying to please everybody. If a number of people join together and hold a meeting and pass a resolution that Sanskrit should be given more prominence, that request is conceded. Should there be an agitation that Tamil has been given the go-bye and that it should be given more scope in the course of studies in the primary, secondary and high school courses, that again is conceded. If there is an agitation somewhere against the compulsory study of Hindustani, Government give the go-bye to the study of that language. Now the anti-Hindi agitators are celebrating their victory in that they have been relieved of Hindustani. But the Hon. Minister says, ' we have met the opposition and we have agreed at a common factor.' Sir, I really do not know whether this is the victory of the Hon. Minister over the anti-Hindi agitators or that of the anti-Hindi agitators over the Government. Then, Sir, it is said that that regional language should have all its place. I have absolutely no objection to that. But what have the Government done next, I ask. No. They have said that next to regional language, English is compulsory. Why, I ask, Sir should English get precedence over our national language? No reason has yet been assigned by the Hon. Minister to this throughout his long opening speech. Perhaps it is an international language and so it should be learnt from the first form and that compulsorily."

The Hon. Sri K. MADHAVA MENON :—" I have not said, it is international language."

Sri L. N. GOPALASWAMI :—" But why then make the study of English compulsory when not even one per cent of our people have the anxiety to learn it. We have been given only fifteen years to make ourselves fit to speak Hindustani language. Afterwards, all our States are going to be administered in that language only. Are we now making preparations for that, I ask? No, we are thinking only in terms of our own corner of India not about the entire nation.

" Sri Karanth labours under two misapprehensions. One is that the people of Tamil Nad were opposed to Hindi. May I tell him that it is not at all so. I challenge any one to contest the elections in any constituency on that issue and I am sure he will be defeated. Some of my friends said, ' Alright, we agree with you that Hindustani should be given more emphasis in our study; what are constructive criticism you are going to offer? ' Yes, here is my answer. Here and now I make this proposal: Hindustani should be assigned the place which English has been given now, and English should be given the place which Hindustani has been given. That will be quite all right. There has

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been a positive disservice and step-motherly treatment meted out to Hindustani. It has been excluded from the purview of Part II of the First Language. The Government Order reads thus:

'Pupils will be allowed to choose either Part II of the mother-tongue or regional language or a classical or any other Indian language (except Hindi).'

Sir, what is the crime that Hindustani has committed? If a pupil wishes to study it in preference to a classical language like Sanskrit or Arabic or any other Indian language, why should he be prevented; Sir, I ask why not allow him to study Hindustani even as Part II? Is this Policy in consonance with our election programme? Another misapprehension is that Hindustani is being forced on us. This argument of Mr. Karanth, I am unable to understand. Where is the force, I ask and who is forcing it? That language happens to be the language of the majority of the people of our country. And if we are going to have our proceedings conducted only in that language hereafter and if we are asked to prepare ourselves for that in fifteen years, what is the force employed in that I fail to understand? Did we not all learn the difficult English language simply because a foreign power ruled over us? Did we not then sit down and study it earnestly day-in and day-out. I therefore want the Government to take a broader view in this matter. We should not bury ourselves in one corner of India and declare that we consider English language to be more important than Hindustani. Here I will only repeat in support of my argument, what was said by our revered leader, Sri C. Rajagopalachariar, in 1937 when he introduced compulsory study of Hindustani:

'If now we make Hindustani compulsory it is only in the interest of those that oppose it now. Just as the others who took up to English, got the benefits of it early, they will study Hindustani also. But the former would not do so now but would repent later. The result would only be that there will again be a clamour for the protection of the weaker section which should be avoided in the interest of our national well being.'

Before I close, I would like to echo what Sri Alladi Krishnaswami Ayyar expressed during his arguments before the High Court about what our attitude should be. He said:

'We are imprisoned in a narrow hole and are thinking only in terms of it. We refuse to see beyond the border of our hole. Let us put the new Constitution into effect in a Catholic spirit surcharged with the new spirit of freedom and the idea of bringing our mind to bear on that problem before us in terms of the nation and terms different from the wretched business of this part of the country or that. We must think in larger terms of the body politic and this petty-fogging which haunts us both morning and evening must go.'

Sir, I only want to conclude by saying there is absolutely no opposition to the study of Hindustani. I will give one example. I have a number of friends in the Nadar community in Virudhunagar. They never seek Government job. I have personal knowledge of them. They prefer to study only up to Form III. They learn Tamil only and then their parents send them to foreign

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places for doing business. In spite of my hon. Friend's view, they are all very well versed in Hindustani. They go to Karachi, Lahore, the Punjab to do business there. If I ask them, 'why not learn English, they reply, 'why learn English! It is only for reading a telegram and that can be had by employing an Ayyar on Rs. 20 or Rs. 30 a month. We will go to every nook and corner of the world and mint money.' So, from the view of practical politics, to stick only to Tamil or to English (the language of a nation which is six thousand miles off) is definitely wrong. Sir, I enter my emphatic protest on the exclusion of compulsory Hindustani from the curriculum of studies."

5 p.m. RAJA MUTHIAH CHETTIYAR OF CHETTINAD :—" Mr. Speaker, Sir, we are very grateful to you and the Government for the opportunity that has been afforded to us to know in full the policy of the Government underlying the change effected with reference to the teaching of languages in schools and to express our opinion. I shall not take up the time of the House by traversing the ground of controversies that have taken place over languages during the last fifteen years. If I were to do that, I can grow eloquent and it will take two hours for me to finish. But I am going to finish my speech in a few minutes. I am one who has taken a fairly leading part in those controversies. Many have known my views and I make no secret of them. I have always said that I am not in any way unnationalistic when I ask for giving more importance to our mother-tongue and making Hindi optional. These two things have been the crux of the controversy. I shall not now go into detail in the policies underlying the various Government Orders prior to the latest order. This discussion is mainly concerned with the latest order. We are very glad that the Hon. Education Minister and the Government have understood the feelings of the people throughout the country and revised their order to this extent. I take this opportunity to congratulate them on the very reasonable compromise order that they have passed, though I do not agree with even this order in toto for the Government have not conceded fully the demands of the various sections of the people.

" I shall now refer to the question of the mother-tongue. The hon. Gentleman, Mr. Karanth, has made a very very clear and lucid statement on the question of the importance of the mother-tongue and I cannot improve it. I subscribe myself in toto to his speech with reference to the importance to be given to the mother-tongue with one addition. We should revert back to the days before his school days. He himself has admitted that his schooling has given him an imperfect knowledge of Kanarese. I am a much later student. I took Tamil as my optional subject in the fifth form. I am mentioning this only to show that even in those days optional subjects had to be taken up only in the Fifth Form. We have had to study the languages compulsorily in the B.A. class also. Those who speak in the name of nationalism, those who want the progress of our country and those who want Tamil to the medium of instruction even in the University classes should see even from now that full importance is given to it so that in

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course of time it may be the medium of instruction from the lowest class right up to the highest University class. There must be no difference of opinion about it. To give due recognition to the mother-tongue, the first and foremost necessity is not to give any option to give up the mother-tongue. That is what the Government have done and I congratulate them on it. But I do not agree with the Government in splitting it up into Parts I and II. It must be a non-divisible whole. The whole lot of whatever is taught in Tamil, Telugu, Malayalam or Kanarese in the several periods of the week must be studied by all students. In saying this I am voicing the opinion of a very large section of the people outside, though in this House I, along with twenty other Members, may form a small minority. I wish to bring to the notice of the Hon. Minister for Education that there is a very strong feeling in this country that it is essential to keep the study of the language in full without any option to give up a part. We were hoping that the Government would give full facility to study the mother-tongue without dividing it into Parts I and II, but were taken aback when we saw the Government order. We are not against Sanskrit as such. By all means, let the Government give facilities for the study of Sanskrit. Let every school provide for the study of Sanskrit if the students are willing to take it. We only suggested that the study of Sanskrit should be at the option of the students. I went to the extent of suggesting to the Government that if a student wanted to study Sanskrit without attending the drawing and drill classes, he might be allowed to do so. If I remember aright, Mr. T. S. Avinashilingam Chettiyar, when he was Education Minister, told us, that a deputation which waited on him on behalf of those who advocated provision for Sanskrit wanted only two hours in a week for Sanskrit study and said that the Headmasters might be allowed to allot these two hours even outside the school hours. They only wanted facilities. That was the only demand that was before the Government. Therefore it is enough if it is made an optional subject. Under the latest Government order, a student can take up Hindi or a craft. What I suggest is that Hindi and the languages comprised in Part II of the First Language ought to be in one group and the student may be asked to take whichever language he likes. If there is a brilliant student who wants to take an additional language or languages, let him be allowed to take them as additional courses. But he must take either Hindi or Sanskrit. With reference to Hindi, I shall only content myself with saying that the Government could never have done a more right thing than what they have done in the latest order. By making it optional they are putting a onerous responsibility on persons like me who advocate the study of Hindi. I realize the responsibility. To the extent to which my voice counts, I shall certainly advocate the study of Hindi voluntarily. I can speak Hindi in a conversational style and that knowledge stands me in good stead even now. For persons who go to North India, knowledge of Hindi is essential. Willy-nilly we have to learn Hindi. Otherwise we will regret fifteen years later. If the language is made compulsory, there is agitation. If it is made optional,

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I am sure there will not be any trouble. After all facilities for its study should be there. By making it compulsory, the Government are not going to improve the situation. We want full proficiency in our mother-tongue. Mr. Karanth said that the boy's attention should not be diverted from the mother-tongue by making the study of any other language or languages compulsory. It is to the compulsory study of other languages that we object. I emphasize that all the other languages should be made optional so that the boy's attention may be devoted completely to the mother-tongue. Let him read Hindi or Sanskrit optionally. Under the latest order, such a thing is not possible. Hindi or a craft is compulsory. This should be taken to the Part II group of the First Language and the Parts I and II should be clubbed together.

"I may also mention—not because of my love for the English language—the need for the study of English. India's progress and freedom would not have been possible without English language. If we had not English education, we would never have become equals with the British, American and other nations of the world. If we want to keep up our position in the world, English is necessary. Even now the percentage of India's population who know English is very small. To reduce it still further will not be in the best interests of the country. We cannot also reduce the standard of English instruction. Boys find it difficult to follow the subjects in English in the college classes because there is no grounding of English. If the Government are going to reduce the standard, there is a very great danger. I shall not be tired of urging that the importance of English will continue for another twenty-five years at least. The Constitution fixes the transition period at fifteen years. Why should we think that the period will not be extended by another ten years for the sake of South India? We know the controversy over Hindi. We refused to sign the petitions brought to us by Sri Seth Govind Das. The Prime Minister himself was not very enthusiastic. The proposition was carried by a small majority. The majority of the population are not for Hindi. It is being thrust. I know the Government of India will spend even a crore of rupees on the preparation of text-books in Hindi. It should not be taken for granted that the fifteen years will be final; it may be extended. Within fifteen years, Hindi will not become perfect to the University standard, and it will not also be possible to prepare books in Hindi on technical subjects like medicine, engineering and so on. If we neglect English in the secondary school stage, fifteen years later we will have lost English and we will not have books in Hindi for the University classes. Therefore we must keep the importance of English till such time as we are able to prepare enough books, especially on technical subjects, in the mother-tongue, regional language or national language as the case may be.

"I think, Mr. Speaker, I have made my views clear. I do not want to enter into controversies, because this is not an occasion for controversy at all. As a matter of fact, much of the controversy has died down and let us hope there will not be any more controversy. Controversy there is over the question of less importance having been given to the study of the mother-tongue. I

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say that the optional subject should be only from the Fourth Form. Otherwise it will not be possible for the student to concentrate on Tamil, Telugu, Malayalam and Kanarese. I have advocated the study of mother-tongue in a full measure even to the B.A. class.

"I do hope and pray that the Government will take into consideration the feelings of the people and see that Part II of the First Language is clubbed with Part I and that the mother-tongue is given full importance in a non-divisible manner."

SRI T. S. AVINASHILINGAM CHETTIYAR :—"Mr. Speaker, Sir, I am very glad that we have had this opportunity of expressing our views on this very difficult subject. Apart from the difficulty of the subject, the matter has been complicated by the importation of sentiments for or against some of these proposals. 5-15 p.m.

"Before going into the subject, I should like first to express my high sense of appreciation for the way in which the present Minister for Education has sought to bring into effect the re-organization scheme of secondary education which was sponsored by me while I was in charge of the Education portfolio in this State. Except in the matter of language, I am glad, Sir, to find that most of the reforms that I had adumbrated had been put through, and I have no doubt that some of our boys and girls—I must say, most of them—are realizing the benefit of many of these activities that have been introduced by the bifurcation scheme, which has brought our education system up-to-date and placed it on a par with the educational standards obtaining the other progressive countries of the world.

"Now, Sir, I come to the very vexed problem, namely, the problem of language. Indeed, our main difficulty and our main job was how to provide for Sanskrit in our scheme of studies. Sanskrit was made optional and as an alternative to Hindi. There were a great number of school-going population belonging to the progressive communities in education who wanted to study both Hindi and Sanskrit and they urged that we should provide opportunities for them for the study of Sanskrit in addition to Hindi. Sir, as far as that position was concerned, no reasonable man could object. No doubt, Sanskrit is a cultural language. It is a language which contains rich treasures of knowledge and it has been handed over to us from time immemorial. So, those who urged for it should be given the opportunity to study it also. But the way in which it was sought to be done was something worse than the disease. In no country in the world has the language of the country been made optional. It is a mistake and it requires a courageous man to admit the mistake he has committed. It was on account of a mistaken advice that we did it, but I am glad that my Hon. Friend, the present Minister for Education had the courage to admit that it was a bad advice and has come forward to correct it. Sir, I was one of those who said that mistake must be corrected some day, and I am glad that my hon. Friend Mr. Madhava Menon has done well in correcting that position and in making regional language compulsory for whatever part it is. Apart from the question of sentiment, it is also the fact that

in no country in the world has the regional language or mother-tongue been made optional, and looking at the question from the point of view of the future good of this great country, we urge that we must make our regional language compulsory and not optional. Sir, fortunately in the olden days most of our people who were well-educated in Sanskrit did possess also a very good education in Tamil, and similarly people were well-versed in Tamil had a sound knowledge of Sanskrit. But with the advent of the British rule, things had changed and English was made compulsory and Tamil and Sanskrit were relegated to the background and made optional. And from that day, the quarrel began. People who were great scholars in Tamil thought that there was nothing in Sanskrit and people who were well-versed in Sanskrit thought that there was nothing in Tamil, with the result they preached their own pet theories, and thus communal hatred, communal passions and communal jealousies were roused and these have been worked up to such a high pitch that there are people of both types to-day who, if I may say so, are prepared to swear that either Tamil is inimical to Sanskrit or that Sanskrit is the enemy of Tamil. This controversy is still going on in some places. But for those who are in charge of Education in our State, the most intelligent planning would be to make regional language which is the mother-tongue of most people and which is the language of the area, compulsory for all and such of those who want to study other classical languages, should be also provided facilities for doing so, by making them optional. That is the thing that has been done by the revised Government Order that has just now been passed by the Government.

" Sir, I know all sorts of views have been expressed about the regional language in certain newspapers and by people who have not given proper thought to that subject. They say that regional language is the language that is spoken in the buses, in the streets and in the bazaars and that it is enough for our boys to read the language and the things that are contained in the Ananda Vikatan and journals like that in order to learn the regional language. I must say, Sir, that this is a very wrong view and it can never be contended that the language that is learned in the bazaars and the market place can constitute real learning of the language. Sir, I had been to Delhi several times, and had stayed there for about six months in the year and for eleven years, but still I did not learn their language, but my servants were able to get a working knowledge of it by going round the bazaars and markets, without actually studying it. Can you say that this is the real learning of the regional language? Certainly not. The bazaar language will not give any cultural or educational background nor will it make our boys really learned. So, Sir, it is necessary that our boys must study the regional language as a language in the school with the background of our culture, our race, our traditions, and the habits and customs of our people, who comprise $2\frac{1}{2}$ crores of the regional population in our State and I am glad, Sir, that that view has been recognized by the Government.

" Sir, as my hon. Friend on my right, Mr. Karanth has rightly put it, and also the hon. Gentleman, the Leader of the United

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Democratic Party, supported it, instead of making this distinction why not you make the regional language compulsory for all and at the same time provide for Sanskrit as an alternative language to something else, if you do not want everybody to study Sanskrit. That is a suggestion, Sir, worth considering and that I think will give a unity of outlook among all boys and girls. Those who want to learn any other language besides the regional language can certainly study a classical language in addition to it.

"Now, Sir, let me come to the other language that has to be studied, namely, Hindi. You know, Sir, that Hindi is going to become the Federal language of this country. Then again, Sir, there is English which is really the international language to-day and it is certainly required to open the gates of higher knowledge for our boys on scientific subjects and for research in order to enable them to keep up with the progress of the modern world. But there is one danger. You know, Sir, and this House knows, how great has been the opposition against English and how we had to face this anti-English agitation. I have heard many discussions over this question in the Constituent Assembly and I was myself present during the discussions over this subject in the Central Advisory Board of Education in which I had the honour to represent this State and I know that there has been a great deal of agitation in the country because many public men and leaders in the country want that Hindi should take the place of English.

"Sir, my hon. Friend, Mr. L. N. Gopalaswami, has vehemently pleaded that Hindi should be made compulsory and not optional because it is going to become the *lingua franca* of our country. It is no doubt true that because English was made the medium of instruction all these days that we had been slaves in this country and our men and women had been hewers of wood and drawers of water all these 150 years, under the British rule. As English was made the essential subject, most of our people could not study English because it was a foreign language and since the medium of instruction was English in schools and colleges, only a very few percentage of the population were able to study the foreign language and as there were not enough books in Tamil or in the regional language on science and higher studies, we could not keep pace with the progress in other countries and remained slaves for all these years because of the domination of the foreign rule and the imposition of a foreign language as medium of instruction. The result was ignorance and poverty among the general masses of the country and we were unable to raise their standard of living nor could we rise up intellectually and culturally as a great nation. Therefore, it must be clearly understood that if our country is to raise up its head among the civilized nations of the world, if our people are to raise to their full stature and if we are to hold our own in the world, the highest knowledge of everything must be made available to our people in our own language and that is possible only by making our mother-tongue the medium of instruction in our schools and colleges. I am glad to be able to tell you, Sir, that the Conference of the Ministers of Education and the Vice-Chancellors which was held last year

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did recommend that whenever a change in the medium of instruction was to be made in the University, it must be by the substitution of the regional language and not Hindi. That is a suggestion, Sir, which I think nobody can dispute. My hon. Friend, Mr. L. N. Gopalaswami wants that Hindi must be studied as a national language and that it must be made compulsory, although it is not now a medium of instruction in our Colleges. It is this language jingoism or language imperialism, if I may say so, that has put some people into fright and it is they who urge that we ought to have our own language in our country, especially after we had attained independence and that English should be relegated to the background, because it is that language that was responsible for having kept us under slavery during the last 150 years of British rule over this country, and that it is not good for the millions of our men, women and children. Whatever it is, Sir, it is clear that if a language is to flourish and if it is to be of use to the people at large, it must contain such literature as would impart the highest knowledge in all subjects and our schools, colleges and Universities must be enabled to give instruction in our own language, so that our level of thought, intellect and culture might grow and that common man in the country might be able to rise to the highest stature. That is the meaning of democracy and that is what the language of a nation ought to be capable of.

"Now, Sir, I should like, in this connexion, to sound a note of warning to those who are very enthusiastic about Hindi. I am as zealous as any hon. Member of this House that as many of our boys and girls as possible should study Hindi. But there is one factor that must be taken note of by any Education Minister of any State and that is the inherent nature of the child itself. There are certain people who are linguists and who could pick up any number of languages. I have known some friends of mine who knew 17 languages and could well speak and write in those languages. There are others who could not learn more than one or two languages and that is due to their mental capacity. There are some people who are mathematically-minded, while there are some others who would dislike mathematics, like anything. In certain countries multi-lingual policy is not encouraged among children, because they think it is wasting the energies of the children, taxing their brains and filling them with confusion and thus spoiling their mental capacity, while there are children who could easily learn and grasp more than one or two languages without difficulty. Therefore, having regard to the inherent capacity and the inherent quality of the children, the State must see that no compulsion is resorted to in regard to languages which are not mother-tongue, but that a certain amount of option is given to such of those children who have the desire and the capacity to learn those languages other than the mother-tongue. That is why we see that most of our boys to-day are failures in English, because it is a foreign language and that has been made compulsory. My Hon. Friend, the Minister for Education, has therefore done the right thing in making Hindi an optional subject, although it is to become the national language of our country.

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"Now, Sir, let me come to the third point which I should like to mention. According to the original order, the regional language was made the first language, Hindustani or Urdu (with both Persian and Nagari script), the second language and English the third language. But now that order has been slightly changed and English has been made the second language and Hindustani the third language. While I do appreciate the value of English and the reason for making it compulsory, I must say that in the years to come, we must make an earnest attempt to see that the highest knowledge of all the subjects that we could get through the English language is made available in our languages also, and it should not be our reason, that because we have not got sufficient books in our own language, we shall continue to have English till eternity. It must be the endeavour of the Government and of the Universities to make earnest, systematic and persistant efforts to see that books in our own language are made available containing the highest knowledge of all subjects, which are now obtained in English within a reasonable time, so that we shall be able to make our own language the medium of instruction in our schools and colleges. Therefore, viewing the whole question from that point of view, we say that Hindi, the Federal language of this country, should be given the second place rather than the third, which is now given in the revised order of the Government.

"On the whole, Sir, I must say that the latest Government order has tried to meet the various points of view. But I would ask the Government to consider the points of view which have been ably put forward by the Raja Saheb and others about the non-divisible regional language. It is very detrimental to the children to learn all the new languages in the same class. In the re-organization scheme of 1948, while Hindi was taken as a second language in the first form, under the latest order English and Sanskrit begin in the first form: That is no doubt a burden upon the normal child. Beginning a year later will not be difficult while learning all new languages in the same class will create a difficulty, and will even be a burden. Another point of view to be remembered is not to be learning only languages, but acquire knowledge. The reason for learning many languages is to get knowledge. But to burden the child with so many languages, will mean that the knowledge portion of the language which he has to learn and understand will lessen to a certain extent. After all human knowledge is limited and intelligence is limited. When we force certain things upon them certain other things are bound to suffer. From the point of view of education, quality and the nature of the child itself, it is difficult to ask the child to learn two or three languages. One language at a time to be taken will be good enough, and to learn two or three new languages will be hard and will not be conducive to proper education. I do not want to say anything more except to say that the recent and the latest order of the Government has generally met some of the objections that have been raised. I do not want to blame the Hon. Minister for showing deference to the advice from well-intentioned quarters. That is a thing which he has very ably done. But I would like him to consider the view points which I have put."

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JANAB ABDUL HAMEED KHAN :—" Mr. Speaker, Sir, I am glad that we are having a discussion on a very important subject of languages in the secondary stage of education. We were groping in the dark early in 1948 as to what place should be assigned to the mother-tongue and what place should be given to the regional language and what place to English and Hindi. Subsequently we have learnt and found out the mistakes that were made earlier. I am glad that our Hon. Minister for Education in his latest order has brought about a very acceptable change in the order in which languages have to be taught in the secondary stage.

" It cannot be denied that mother-tongue should always have the first place even in the secondary stage. Then comes the regional language. After all, after becoming proficient in the mother-tongue and after receiving some education in the mother-tongue, the boy should necessarily learn the regional language, since he cannot get on without knowing the regional language. Let us take our own State. For a Muslim boy whose mother-tongue is Urdu, he receives his education in the early stages and also in the later stages through the medium of Urdu. Then he will certainly be groping in the dark with his own country men if he does not know the regional language. Naturally he has to learn the regional language. Then the question arises as to which place one should allot to English. There have been two opinions. There are some hon. Members, both here and elsewhere, who believe that English even from to-day should be gradually reduced to the extent of nullity after 15 years have elapsed. They are believing so without giving a certain amount of thought to this question. It is impossible to reduce the knowledge of a language gradually. If the language should be there at any stage, in any form, or to any extent, the standard thereof should be kept up at all stages. The language can be given up after 15 years all on a sudden. We cannot go on reducing the standard of the language from the first form stage, i.e., first year, second year, third year, and so on, and gradually bring about its death. That is an impossibility. I am sure any educationist will subscribe to this idea. Therefore the suggestions made by some hon. Members that we should reduce the standard of English in the first form from where we begin now, is positively wrong. The standard should be kept up. Otherwise let us give up the language, even from now on. If we are going to keep the English language at all for 15 years, the standard must be maintained. That is so far as English is concerned. The value of the language, Sir, the treasure it contains, the literature it contains, and the usefulness of the language, all these things are conceded, and yet the hon. Gentlemen go to the extent of saying that the standard of the language should be reduced so that it may die after 15 years in this country. I am sorry that they have not understood the question. If they consult any educationist, they will realize that they are making a mistake. When we are going to continue English as the medium of instruction in the University classes, it is very necessary that the boy or girl who wishes to take to University education should have to maintain a high standard from the lower classes up to

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S.S.L.C. so that when he or she enters the University class he or she should be in a position to cope with the standard that is obtaining in the University classes. That is one of the reasons why English should be given great importance in this country. If we go to Triplicane or Mylapore or even to the places of the hon. gentlemen who speak of the regional language or Hindi and of the importance of Hindi and Hindustani, we will find that a major portion of the words of the language come from the English language. Only a minor portion come from the Tamil language. Even those people who speak Tamil ostensibly speak more English than Tamil. For the very same people to come and tell us that the standard of English should be reduced and that Hindi should be given equal place along with English, is a thing which one cannot understand. What is the place that one has to give to Hindi? We know that it is a language we are speaking to a very large extent, although Sanskritized Hindi is sought to be forced on all those who have been till the other day speaking Urdu and Hindustani of the Arabic type. It is impossible for us to accept that proposition. We can understand simple Hindustani and not Persianized or Sanskritized Hindustani. Muslims speaking Urdu can easily learn that language. But to insist upon learning the Nagari Script is a thing which I do not understand. As we are living . . . (Interruption.) That has been given up. I do agree that Urdu-speaking people should learn the Nagari script also. Many things which were forced on us in the past have been given up rightly, and now we are thankful to the Hon. Minister for these very necessary changes in the study of languages, because, after all, what is the use of forcing on an unwilling person where the thing is not useful to the people or to the country around him? So far as Hindi is concerned, some of the hon. gentlemen thought that it should not be kept optional. On that question there is a very strong opinion held in this part of the country. They know that the vast majority of the people do not agree to compulsory Hindi. For various reasons they think that if a language which is not their own is forced upon them, to that extent it would affect the study of the regional language. I can understand a language which, if it is taken, has opportunities for people speaking that language to learn a lot of literature in that language. Or, in other words, the literature in that language will grow. On that account naturally friends insist upon Tamil being given an exclusive place of its own either by bifurcation or by keeping one language. I do understand the point of view of the Government that so far as the regional language is concerned, it is very much more useful and practical to bifurcate it, for learning of that language is done by a fairly good number of people. But then there are a small number of people who would like to have the intensive study of that language. If these people want to make an intensive study of that language and its literature certainly opportunities should be afforded to them. It is for the sake of this minority that this language has been bifurcated. The intensive and the non-intensive parts of the language should be there. I do not agree with the hon. gentlemen Mr. Karanth and Mr. Gopalaswami that they should be unified. Certainly unification may or may not be useful. As I said the majority of people may not

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learn a language for the literature therein. But there is a very good minority who would certainly like to take their mother-tongue for intensive study, and I say it is very necessary that they should be given opportunities to do so. So far as Hindi or Hindustani is concerned, my Tamilian friends and others are of the opinion that that language should necessarily be made optional. Anybody who understands things and sees things as they are in our country, knows the importance that this language is assigned to in the education of the people, and the life that they will have to live afterwards, knows very well that a knowledge of Hindustani and intensive study of Hindustani is very necessary.

5-45 p.m. "Those people who are really aspiring for very many good things will certainly take up Hindi or Hindustani, which is not absolutely necessary for a vast majority of people in this State for they will neither go to North India nor will Hindustani come here. The controversy that is going on between the North and the South itself shows that there is very clear demarcation between people and people. There are people who do not want to know Hindustani; why should you force it on them? Therefore, keep Hindustani as an optional subject. You are making provision for the teaching of Hindustani in all schools. That itself means that those who really want to learn that language may take up that subject."

Sri A. VAIDYANATHA AYYAR :—" Mr. Speaker, Sir, my first complaint is that Hindi has not been given that place which is necessary having in our mind the necessities raised firstly by the Constitution and secondly by our conduct, promises and assurances of the past. My second complaint is that English is given too much of a prominent and compulsory place, a place which you have got to be ejected from as soon as possible to make way for the national language. Article 343 of the Constitution says, " The official language of the Union shall be Hindi in Devanagari script." For 15 years no doubt English has been permitted to continue, subject to a Commission sitting under Article 344 (1) to report on the progressive use of the Hindi language for the official purposes of the Union and the restrictions on the use of the English language for all or any of the official purposes of the Union. So, what is contemplated by the Constitution is as soon as five years have elapsed from the commencement of the Constitution, a Commission should sit in order to see that Hindi language is progressively used for official purposes and to report upon the restrictions to be imposed on the use of the English language.

" Again Article 345 says—

'. . . . the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the language or languages to be used for all or any of the official purposes of that State . . .'

" Article 346 says—

'The language for the time being authorized for use in the Union for official purposes shall be the official language for communication between one State and another State and between a State and the Union. Provided that if two or more States agree that the Hindi language should be the official language for communication between such States, that language may be used for such communication.'

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Towards the end, in Article 351 there is a specific duty placed upon the State to promote the spread of the Hindi language. That article indicates the line on which we are to proceed. It says—

'It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth schedule . . . .'

Therefore, according to what is contemplated by the Constitution, there is space for the regional language and there is space for the official language to be Hindi. There is a specific direction to remove English as soon as possible. The Constitution throws a duty upon the State to see that Hindi is spread to serve as a medium of expression for all the elements of the composite culture of India. That is one thing we have to keep in mind.

"The second thing that we have to keep in mind is that our country being a single Union, many of our people both for purposes of business and for purposes of employment are spread all over India. To-day a number of Malabari friends who are in the North and a number of those belonging to our several communities who are there form a big contingent and if in a short time you are going to have Hindi as the official language of the Union, certainly you will be wanting in faith if you do not apply strict standards to judge our examinees. Otherwise, those who go on employment they may not have as much proficiency in Hindi as to-day we expect in English itself. It would not be out of place to point out that 15 years hence those who appear for the I.A.S. and Engineering examinations, all those who go to the Army and all those who work in the several cities in the North would be expected to possess not merely speaking, conversational knowledge of Hindi but a good literary knowledge of Hindi itself. The question is whether at the present time the way in which the Government have given opportunity for the study of Hindi will achieve that object. Out of 14 periods given for the study of languages, two periods in a week are given to Hindi and that too not compulsory, only optional; that is as an alternative which may be avoided by taking up 'craft'. If we give merely two periods in a week in Forms I to VI to Hindi which could also be avoided by merely taking up 'craft', is it likely that we would be able to discharge the obligation that compulsory lies upon us to see that all of us are initiated with so much Hindi that we may use it as fluently and freely as we are using English to-day as official language? Certainly it will not be possible at all. On the other hand, it is stated that there is some opposition and that people feel some difficulty."

THE HON. SRI K. MADHAVA MENON :—"May I know where it is stated that two periods should be given to Hindi? The Government Order under discussion is Ms. No. 2121, dated the 27th July 1950. It only states that provision should be made for the study of Hindi and those who do not choose Hindi will be

allowed to learn an additional craft or occupy themselves during the period allotted for the study of that language in any other approved activity."

SRI A. VAIDYANATHA AYYAR :—" The Government Order does not mention that two periods should be given to Hindi. But the actual working results in this. Out of 14 periods that are generally allotted, three periods are given to the study of Part I of first language (mother-tongue or regional language), three periods to Part II, and six periods for the study of second language (English), and the balance of two periods is given for the study of Hindi. In this conjunction three portions are compulsory out of which English is given a very large context. But Hindi is only optional. It is given a step-motherly treatment and it has not been given such a position as would place our people on a par with those of whom Hindi is the mother tongue or with those to whom Hindi is an allied tongue. This would place our people at an entire disadvantage. So far as English itself is concerned, you know the difficulties which our people have had in attaining proficiency. You know how long it takes before a man becomes proficient in it. Starting from the I Form up to the time of passing the B.A. degree examination, how much time is spent? Not less than 10 years in the ordinary course of business and that too if it is studied as a compulsory language as we have been doing till now; yet we are not proficient in that language. If, therefore, with a considerable number of hours for the study of that language, we are not able to attain proficiency in it, how can we be proficient in the national language of Hindi if it is made an optional one?

" It is stated that the present arrangement is the most excellent possible, looking at it from all points of view. I do not agree with that at all. Nobody has any objection to the study of the mother tongue or the regional language being enforced. But what we have to see is that at the end of 15 years our people, our young students, become so proficient in Hindi that they will be in a position to compete anywhere with anybody and attain high places. Secondly, in an All-India Union, bigger institutions like research and scientific institutions are likely to be spread over vastly in every State. It might be that we have been able to put up only some central institutions with respect to every department. In such cases unless we are thoroughly proficient in Hindi, it is not possible for us to express our views.

" Therefore, my suggestion is this. Just as we have been till now insisting upon the compulsory study of English, it being the official language, we should give the same place to Hindi, i.e., it should be made compulsory? How can we have proficiency in the official language as we have been having in English language for the last 150 years, unless it is being taught compulsorily during the time when the boy is at school? The fact that a boy likes or dislikes is no consideration at all. There are people who dislike English; nevertheless having to go through the University career, they study it from the earliest possible time. Some similar

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standard should necessarily be adopted in the case of Hindi also. Thus, on both the considerations, there is necessity for giving larger number of periods to Hindi from the earliest possible time and for making it a compulsory subject and for side by side reducing the importance of English, so that as contemplated in the Constitution it might disappear. It might be there has been a lot of love for English by those who still want English to continue. The Raja of Chettinad was mentioning that 'English will never go; English cannot go, and you are likely to revise your opinion.' For the last 30 years, we have been doing propaganda for a national language and for not being mere slaves of some other country's language. We have talked from platforms and instilled it into the minds of the people that an indigenous national language of ours is essential for national unity. Merely because some educated people who held a different view at the time when we were doing propaganda amongst the people, who never co-operated with us in the freedom struggle, and who originally were hanging on to English, not merely to English but also to English domination, say that this English shall continue and is likely to be continued, are we to subject ourselves to their advice and are we to retrace our steps? We should take courage into our hands and see that the position of importance which English has occupied till now is given to Hindi itself.

"One other thing that was mentioned here and there was this. Nobody doubted whether the Hindi language, mother tongue or the regional language would have predominance. Of course, the question of what is the additional language is an important one. Some views were expressed here that people here, particularly in the Tamil Nad, were not agreeable to take up Hindi. You should not think that the only people who cry are merely those who conduct processions or hold anti-Hindi demonstrations. They do not at all express the views of the people. If it did, we would not be to-day an independent country, administering our own affairs. If it had been left to their choice, they would never have trusted us. They never co-operated with us. Therefore, you should not be cowed down by such opinions as are expressed through demonstrations merely because they are conducted by students as if there is some aversion to the language. Our country has just begun its independent course. It is not a case of our taking opinion from other people. We, who are their leaders and who are governing the country as representatives of the people, should tell those people who say that they do not want Hindi, 'Hindi is essential for you, you have to study it.' Would you, as a matter of fact, give up English because there was demonstration against English in the past?

"Would you give up English if there was demonstration against it? The same action should be taken with regard to Hindi also. I perfectly sympathize with the Hon. Minister for Education who has to bother himself with so many things. One would rather prefer to go through ten pregnancies than this kind of adjustment of various sections and feelings. At the same time I ask him to be true to the cult upon which the party to which 6 p.m.

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all of us have the honour to belong has come to office and also to the cult which obtained Swaraj for us. He should not lose sight of the fact that the study of Hindi is one of the 18-point programme insisted by the Father of the Nation. Could we now go back upon that and say, 'Well, we shall leave it, because of the demonstrations'? If you do that, you will be untrue to the cause which you have undertaken. Therefore I request the Hon. Minister to put Hindi as a compulsory subject and give more time to its study. You may reduce the time now allotted for the study of English if you like. But, for God's sake do not reduce the time for the study of Hindi. You must give more periods to that subject. I would also request the Hon. Minister not to make the study of Hindi optional. I would have been glad if he was able to secure six hours. It would have been better even if it was transferred to Part II. Of course, there is the question of learning a classical language. My point is that we should see that Hindi becomes more popular. I think this is going to be the life-blood of to-day and to-morrow. I hope the Hon. Minister will take note of these facts."

MR. SPEAKER :—" Mr. Anwar will now speak. I have to remind the hon. Member that there is barely quorum in the House. So, it would be better if he is brief."

* JANAB N. MUHAMMAD ANWAR :—" Mr. Speaker, Sir, I heaved a sigh of relief that at long last we have got a Government Order which sets at naught the confusion that prevailed so long in the field of education. Because, I must say that this Government Order bears the impress of a cosmopolitan personality who has endeavoured his best to give us a blending, a harmonious blending, of various opposing principles and forces. I note from this Government Order that he has been able to reconcile the rival claims of so many languages and of so many crafts and that is as it should be. Mr. Speaker, it is all right for us to speak like frogs in the well glorifying our own culture and imagining the wonders of our own language. But if only we get out of the frontiers of this State, we can understand the value of Hindusthani and if only we get out of the frontiers of India, we can understand the beauties and usefulness of that great language called English. It is not for nothing that Japan and Russia have taken to English. It is sheer expression of inferiority complex if we to-day say something against that mighty language which has given us a stature in the comity of Nations. I would appeal to them not to be untrue to that language, and ungrateful to ourselves as well as to that great language which has given us the wonderful literature that Shakespeare produced. People talk of Slavery and all that when they come to the question of the study of English. I simply cannot understand this. I must say that English has liberated us from slavery and has given us freedom and world stature. I can say this much without any mental reservation whatsoever, that English is the best language in the whole world. I say so not only because it is the best in the field of science, industry and commerce, but also because it is the language of the world. If India wants to be one of the leading countries of the

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world and if every one of us want to be the citizens of the world, we have got to learn and practise this language in order to share everything that is good in this world.

"Mr. Speaker, I must say that in this particular Order, after a long time, we have got a via media, a happy compromise and a golden mean. There is ample provision here not only for regional or mother tongue, but also provision has been made in what I should say the intensive and extensive Part II of the First language. Ample provision has been made in the ratio of 4 : 3 and provision for any one of the languages of India has also been made. I welcome that step, particularly as it will be a boon for the minorities who speak their mother tongue and in my case it is Urdu and in the case of Brahmins it may be Sanskrit. Now, as for the Second language I have said enough.

"The Hon. Minister has made ample provision that while we should consider the requirements of Hindi as a national language and as a federal language, at the same time sufficient latitude has been allowed for those who have an aptitude for crafts. If there are friends who are opposing the compulsory study of Hindi, it is but proper that we should take note of the realities of the situation. Let us not say that we will by an executive order force that language into the throats of the unwilling people. It is not in that spirit that we can find a solution to this problem in this State. It is by the free will and option of the parents and by the aptitude of our children that we can give encouragement for the study of Hindi. Definitely this could not be done by an edict or order from Delhi saying that we must take to Hindi all at once. We cannot get our children learn Hindi by forcing down that language into their throats. I should think the present Government Order does provide for the study of Hindi as well as crafts. In course of time, the parents will slowly but steadily come to realise the importance of Hindi and ask their children to learn it. In this connection, I would like to say a word about Hindi. It has not become very much popular, because it has been too much sanskritised. That is why it has not come to be freely used and understood by the people as before. It is Hindusthani which is easily understood. Pandit Nehru himself has rightly conceded this. The protogonists of orthodox sanskritised Hindi should take note of this. The language should be such that it would be possible for laymen to talk in markets and other places. In this respect, I should say that the present Government Order is a happy compromise in that it reconciles the requirements of psychology and requirements of expediency. I welcome this move and would like to compliment, and congratulate the Hon. Minister for having brought forward such an Order and thus given a lead, I should say an excellent lead to the rest of the country. Let it be said that in a country where jingoism and linguism are rampant everywhere, here is a State which has given a lead in this matter by effecting a harmonious and happy combination of so many languages and crafts."

MR. SPEAKER :—" Mr. Varadachari will now speak. I can allow the hon. Member only five minutes."

* SRI N. S. VARADACHARI :—" Mr. Speaker, Sir, I agree to the time-limit as I wish to make only a few observations. As for this Government Order, I feel that any language must ultimately express or rather co-ordinate itself to the choice of the parents. This fundamental fact has always been forgotten by many. I am glad that this Government Order has not forgotten to take into account this supreme consideration. The language of the Brahman is not Sanskrit as Mr. Anwar very wrongly said. It is either Telugu, Tamil or Kannada . . . (The Hon. Sri K. Madhava Menon : Or Malayalam) or as the Hon. Minister says Malayalam. I also wish to point out one more fundamental fact. I do not very much appreciate the difference between compulsory and optional. These are made at home. If education is meant for service, the parent will ask his children to take to Hindi and study that language. If education is meant for the full expression of his personality, even then, the parent will say what subjects his boy has to study. I would like the Hon. Minister to make one distinction which he has not made in the present Order and about which sufficient thought has not been given. The classification of compulsory and optional may be different in so far as the marking is concerned. For optional subjects, we may allow a low minimum, but for compulsory subjects, we may prescribe a fairly higher standard so that the students might know what they are in for.

"I do not wish to make a long speech about the objectors. If a man does not wish to study Hindi or Sanskrit, I am not going to force him to learn it. Coercion will not make him learn all this. But I feel that the force of circumstances and the vicissitudes through which this country would pass will certainly make the people learn the language which they need most for the expression of their personalities.

" I would like to say a word about the place of English. I love that language and I think I know that language well enough. I know I make that arrogant claim here, but still I feel that in the circumstances in which we are placed English will naturally lose its importance, however much we may bolster it up. Sir, it may be necessary for certain people to know that language. Again, it is not all of us who go to foreign countries. What is the experience of the foreign countries in this matter? People come and tell me that the Japanese and Russians learn English. But my experience is otherwise. I have met many marines at the harbour here and believe me, they cannot talk English at all. They never learn English. In foreign countries, only those few clever politicians, businessmen or industrialists learn that language. Even so, they need not at all attend a school to learn English. They learn the language by sheer day-to-day experience.. As an instance, I would like to point out that Gujerati or Marwari businessman may not know very much of English and may not have attended an English school but they can send out a cable to their partners or say a firm in England much better than I who know English very well and who, if asked to do this job, would make mistakes.

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"Coming to Hindi, I do not mind whether you make it compulsory or optional. But my point is that you must give sufficient time that is necessary for the study of that language to the same extent as is done in the other parts of the country. Otherwise, our students may miss the chance of effectively competing with the students of the other States. This is very important and the Hon. Minister would do well to take note of this. As for English, I really wish that by mere compelling force of circumstances, the Hon. Minister will, in spite of his having placed it in the compulsory list at present, make it really optional in course of time. English will lose its importance and value in the next five years or so. I would also wish to mention here that the parents would not have the same views as they are having to-day for all time to come. They will certainly want their children to have a fuller life with more vigorous expression of their personalities in order that they might play their full part in the country. They will certainly want habits to change, circumstances to change and methods to change. So, it need not be assumed that, though the choice of the parents to-day may be for English, it will continue to be the same after five years. Therefore, the educational policy must not be static and must constantly be reviewed and should correspond to the national needs of the country which should be ascertained by the Government from time to time. I would very much like to see that Hindi takes the place of English, in whatever manner you call it—either compulsory or optional. In the actual process of handling the education of children, I would ask the Hon. Minister to take note of all the facts mentioned here. Even the Rajah of Chettinad said that he was for the voluntary learning of Hindi. So instead of raising objections and counter-objections I want that even the few objecting people in Tamilnad should learn Hindi voluntarily. That would be very good. I am sure that both by the force of circumstances and the power of persuasion many would take to the study of Hindi, as otherwise they will be left far behind in the race. I am confident that when things are brought before us for review once again, all these circumstances would have been taken into consideration and necessary changes made therein to suit national needs."

Sri M. R. APPA RAO :—"Mr. Speaker, Sir, after all the discussion, it becomes clear that in the set up that we are now having three languages are there. We cannot under any circumstances avoid the mother-tongue. It is very important. Without that, we cannot have any culture or any clear expression. Nobody in the world can produce anything great except in their mother-tongue. That is why we Andhras want politically also that the mother-tongue should be the medium of administration. When we advocate such a policy, others call us linguists, separatists, etc. That is not the case. It will never be possible to have the foreign language for ever. 6-15 p.m.

"We realise the importance of the mother-tongue and it is but right that it should be given the first place. As for English being the second language, it is a world language which we must

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all learn, especially when we are placed in the advantegeous position of having good teachers in English. The arguments advanced by some hon. Members for the learning of Hindi by South Indians will largely apply in the case of English. While Hindi is an All-India language which we in the south should learn, English is an international language and the language of communication in the country. Then, coming to Hindi, it is equally important as English and it has to be learnt by one and all lest it should be very difficult fifteen years hence to attain proficiency in it when it will be the medium of communication and the language of the State. It may not be possible for us then to compete in Northen Indian examinations. The most important thing to be done, therefore, is that provision should be made for attaining proficiency in that language by making it a subject for the Public Examination. If it is not done, we shall not make much progress because I know—I have consulted several Headmasters in this matter—that in several schools, nobody studies Hindi since it is not a subject for examination. Any amount of provision made for its study will not be of any use unless the study of the subject is made compulsory. I support the amendment moved by my hon. Friend, Mr. Karanth and and I hope that Government will give due consideration to it."

JANAB M. MUHAMMAD ISMAIL :—" Mr. Speaker, I hope that the conglomeration of Government Orders has ended now and the present Order is going to hold the ground. A few days ago, I had occasion to speak to the Hon. the Minister for Education on this question. Then I saw in what sympathetic manner, in what understanding manner he dealt with the question and I was satisfied with what he said. In this connection, I would like to make it clear that I did not want a debate such as this. Since, however, this question has been decided to be debated I thought I could add a few words to the remarks of other hon. Members.

" The latest G.O. on the subject, which I hope is the last, issued on the 27th July 1950, is, I think, a compromise. It is a good compromise. A compromise will not fully satisfy any party. But that is all that can be done. It is really, Sir, a two language course that has been adumbrated in the G.O. because if you read the G.O. you will find that under ' First Language ', Part I. i.e., the mother-tongue or the regional language is made a compulsory subject for study and where one's mother-tongue and the regional language are the same, one can choose under Part II the same subject as under Part I for intensive study. Thus one can confine oneself to the study of one language under 'First Languare'. Then the ' Second Language ' is English whose study also is made compulsory. The ' Third Language ', Hindi has been made optional. Therefore, in the case of many students, they can stop, if they like, with two languages. Also if there are parents who think that to make the children learn too many languages will be a strain on them, they can stop with two. It is for this reason I say that it is a ' two-language G.O.'. Then, Sir, if there are people whose mother-tongue is different from the regional language, they are

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given the chance to study the regional language as well. There may be others who want to learn one of the classical languages or any other Indian language. There is room for them also. Here, Sir, with due deference to my hon. Friend, the Rajah of Chettinad, I must say that the division of the 'First Language' should be kept up. Otherwise, there will be difficulties for certain groups of people. Those who want to take up an intensive study of their mother-tongue or the rigional language can do so under the present G.O. . . . ."

RAJAH MUTHIAH CHETTIYAR OF CHETTINAD :—" Part I under the 'First Language' alone is compulsory. Part II is not compulsory, and it need not be read at all under the present Order."

JANAB M. MUHAMMAD ISMAIL :—" No. It is compulsory. Only the choice of the subject is optional."

RAJAH MUTHIAH CHETTIYAR OF CHETTINAD :—" No. It is not compulsory."

THE HON. SRI K. MADHAVA MENON :—" Both the parts under the 'First Language' are compulsory."

MR. SPEAKER :—" There is a sort of conversation going on between the Treasury Bench and the Opposition. Hon. Members should address the Chair."

THE HON. SRI K. MADHAVA MENON :—" Part II is compulsory so far as the study of the subject goes. As to what should be the subject for study is left to the choice of the pupil."

JANAB M. MUHAMMAD ISMAIL :—" Parts I and II under Group I are compulsory. Under Part II we can learn any one of the Indian languages. Those who want to make an intensive study of the mother-tongue or the regional language are not prevented either, from studying them. There are people who, besides their mother tongue, want to learn a classical language like Sanskrit or Arabic. There is room, as I have said, for these people also. There are some others who want to learn Urdu. That is to say, there are Muslims in the State whose mother-tongue is not Urdu. A vast majority of Muslims of the northern districts and a large number of them in the southern districts have got Urdu as mother-tongue. But the bulk of the Muslims I know of in Malabar and some other Tamil districts have got either Malayalam or Tamil as their mother-tongue. But even among those people, we find, there is a great desire to learn Urdu. The reason is that they know the Arabic script—because it is their religion—and it is easy for them to learn Urdu in addition. Urdu is a language which contains the Muslim culture and has much of their religious literature. That being so, this language is often being resorted to by the Muslims in order to acquire a knowledge of their religion. For such people also there is room made now. It is, therefore, a good compromise.

" As regards Hindi, it has of course been made optional, and properly made an optional subject. If people have a mind to learn

Hindi there is no obstruction placed in their way to learn it. At the same time unwilling parents may ask their children to go without Hindi. I, however, contend that there must be a sufficient number of periods allotted for the study of the subject because if boys take it up they must be able to attain proficiency in it in a reasonable period of time. Otherwise all the time given to its study will be wasted.

"Some hon. Members pleaded that the study of Hindi must be made compulsory. It is not desirable. Of course our friends here speak of those who are against the Congress party as being the people who want Hindi to be an optional subject. I know, as a matter of fact, that even in the majority party, the Congress party, a very large section does not want Hindi to be made a compulsory subject for study. Therefore, those who have an idea of getting into services for which a knowledge of Hindi is prescribed as a qualification or those who have to depend upon Hindi completely for their future livelihood can take to the study of Hindi. They are not prevented from doing it.

"Finally, coming to English, Sir, certain people are very hard upon this very poor language. They speak as if there is a proposal to import this 'new' language newly into the State. They speak of the Japanese and the Russians as not caring to learn English. Such people must know that English is already with us and they must, therefore, view this question in that context. This is a very important point. So it has been rightly made a compulsory subject for study in the secondary school stage. Nobody can, after all, claim proprietorship in the matter of language. Language belongs to everybody and moreover we need not have the inferiority complex to-day. We are free and independent now. If it was said that we must take to the study of English and if any undue praise was showered upon that English some five or ten years ago, then it had a certain meaning. Now it has got a different meaning altogether. When people speak of the desirability of retaining the English language in the national life of the country, it is not as slaves that they are resorting to its study but because of its usefulness and its necessity. Now as we are independent, we have to play our part in the international sphere. We have to make other peoples understand us. When we are already in possession of that language there is no meaning in giving it up now and then trying to learn it later on only to help to create a few experts to play their part in the body politic. Apart from the part we have to play in the international sphere, there is also another question. That is, much of scientific knowledge is contained in the English language. Therefore, while we have already got possession of that language, we must preserve it. Translations and substitutes cannot do the part of the original language itself. Until conditions change in the world, we must give an important position to this language and when we give it a position, it should be a proper position. We should not do it in a half-hearted manner with a view to reducing its level gradually. In the circumstances, English has been rightly given its place and nobody need fight shy of having to learn it.

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The whole world knows that it is out of our free choice and out of our own feeling and conviction we learn it in view of its necessity in the present context of the world. We learn it not because we are compelled by any force or by any agency against our will. On the whole, Sir, the G.O. though it may not be satisfying all the opinions in the State to the fullest possible extent, is an honest and fair attempt to reconcile and satisfy as many interests as possible. I wish it all success and I once more hope that no more manipulation will take place with reference to this important question which is affecting the education of our children."

SRI A. VAIDYANATHA AYYAR:—"On a point of information, Sir. If the Central Government issues a notification that passing an examination in Hindi would be a necessary qualification for some appointments or for some other kinds of work, would the number of periods allotted for Hindi as an optional subject be sufficient, would there be an examination which will be recognised?" 6-30 p.m.

*THE HON. SRI K. MADHAVA MENON:—"Sir, I shall begin my reply to the debate with the answer to the question put just now. If people here are sensible and intelligent and wise, certainly they will learn Hindi. But I do not think we need compel people to be sensible or wise or intelligent. Nobody can compel anybody to be sensible or intelligent or wise. Nobody need compel them also. If the Central Government makes a direction that a certain number of marks in Hindi are necessary, then people who are wise, intelligent and sensible will certainly take up to it, as many people took up English and became successful and others became jealous of them afterwards and simply because of that jealousy are speaking so many things. We need not and should not and, it is not possible to compel people to be sensible or intelligent. But it is necessary for us to tell them what is the sensible intelligent and wise course, and if they do not follow that, the result will be that utter disaster will overtake them. Sir, I am only giving this as an answer to the question put just now. That is not my reply to the debate, as I have to deal with various questions here.

"Sir, the difficulty of the problem is clear from the nature of the discussions here. Eleven hon. Members have spoken here and all of them have given different views on this subject. Even when the Hon. the Leader of the Opposition and Mr. Anwar generally supported the Government Order in toto, the Leader of the Opposition said that more periods should be given to Hindi and Mr. Anwar said that something more should be done for Hindustani. All the eleven hon. Members spoke in different ways. Mr. Gopalaswami referred to the story of the old man and the ass. Let me refer him to another story if he would not misunderstand me. All of us here were in the position of the six blind men who went to see the elephant and each one of them touching the trunk, the ear or the tail and thinking that the elephant was just like what he touched. Therefore I only want my hon. friends to

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realise the complexity and the difficulty of the problem for even while we are discussing it here, eleven hon. Members could not come to an identical conclusion in this matter. I am glad that Mr. Karanth's daughter is now reading in the 1st form; otherwise Mr. Karanth would not have known about this and would not have given so much thought to this point. I am grateful for it. It is not as easy, as the saying goes, for the players in the field to know their mistakes as for the on-lookers. The fact that Mr. Karanth's daughter is in the 1st form, has now given us an opportunity to have a serious discussion about this.

"Sir, Mr. Karanth said that this House is supreme, that it must be the final authority in all matters and that I must be guided by the expression of opinion given in this House. It is all correct, Sir, correct theoretically and practically also. But in a matter like this, regarding the education of children, I am in an unfortunate position. I have no children of my own now to be educated in secondary schools, nor am I likely to have hereafter. I have to deal with the education of other people's children. In answering one point or other which has been raised here, I am only thinking aloud and not expressing any opinion. No one of us can be so dogmatic.

"Sir, Mr. Vaidyanatha Ayyar's speech is a well-reasoned argument on the sections of the Constitution. He reminded me that we were elected to the House on a certain ticket and on certain particular pledges. Apart from what the Constitution says and other things, most of us are only speaking from our own personal experience, from the experience we have of our own children. But whatever is spoken here, I must, with your permission, place the matter before those people, the teachers who have to deal with the children. I should have their opinion also in this matter. It is as much entitled to weight and consideration as the supreme decision of this House. Certainly, I am bound by any mandate given in this House. But any mandate given by the House will have to be tested by the people who are everyday dealing with the children and who know their capacities. Therefore you will pardon me if I do not give a categorical answer to the eleven different views expressed here. I want to place this matter before the Provincial Education Board which consists of some of the best educationists in the Province, the South Indian Teachers' Union and also the Headmasters' Association, who, I may say, generally supported me in this matter and to whom I owe considerably for the Government Order that has been under discussion here now.

"Sir, we must realize that if we take 40 to 50 minutes for a period, there are 35 periods in a week for teaching children. Out of these thirty-five periods, we have now been providing about 15 periods for language study. There are more subjects than languages to be learnt in the interests of the students. Language is only the medium for learning knowledge. Knowledge has to be given in the other subjects also. We have to think of the time at our disposal in making the revision. I entirely agree that the mother-tongue or the regional language must have the first priority. The

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Raja of Chettinad who generally supported me was very vehement on one point namely that we ought not to divide the mother-tongue or the regional language into two parts and that it must be one. Suppose I do not put it as Part I and Part II but simply say, 'Mother-tongue—four or five periods, as the case may be', and 'Intensive study of the language—three periods'. Suppose I do not use the words 'Part I' and 'Part II', I hope he will be satisfied. I will go a step further. I am not so much concerned whether the mother-tongue should be divided or undivided. I am really concerned what should be the standard of knowledge that a student should have in his mother-tongue or regional language. After issuing this Government Order or deciding about the nature of the Government Order to be issued, I left it to the Head-masters' Conference and the Board of Secondary Education and the Director of Public Instruction to allot the number of hours and prepare the syllabus for the studies according to this Government Order. The idea was that we should start only from the I Form instead of introducing it in the intermediate stages. I find that the Headmasters' Committee, the Secondary Education Board and the Departmental Officers met and said that Part I of the regional language should consist of—the Raja Sahib of Chettinad may please note this—Part I should be a self-contained language unit including prose, poetry, language exercises in grammar and composition, so that it is not mere *namkevaste* knowledge that is put down in Part I. It is a sufficiently good knowledge of the mother-tongue that is contemplated there. You should also remember that the medium of instruction for the other subjects is the mother-tongue. So that, the specific study of the language in Part I and the medium of instruction in the other subjects for about 20 periods a week being in the mother-tingue, should give anybody a comparatively reasonable standard of knowledge in the mother-tongue which is absolutely necessary.

"The Raja Sahib of Chettinad did not want partition of the regional language into Parts I and II, or he wanted that at least the four periods should be made into five. I shall consult the experts concerned and see whether the thing which has to be learned by the students cannot be done in the given time.

"Then, Sir, Mr. Karanth also said that the mother-tongue or the regional language should not be split up. Why did we split it up? The reason is that the regional language is not the mother-tongue of all the people in this State. There are a number of Tamils in Telugu areas and a number of Telugus in Tamil areas and a number of Malayalees in Tamil and Telugu areas, and a number of Kannadigas in Tamil and Telugu areas and so on. If we insist that the mother-tongue is the most supreme thing and there is no splitting up of the first language, what will be the position? For the time being we cannot forget the fact that we have to learn English for some years at least. Fifteen years is fixed as the period. After five years, a commission is to decide how far English is to continue. The Universities in this Province continue to have English as the medium of instruction. I was present at a meeting of the Central Advisory Board of Education

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a couple of months ago when the University Commission's report was being discussed and decisions taken. The University Commission has suggested that gradually we must have the mother-tongue as the medium of instruction and not Hindi. At that Board meeting one the Vice-Chancellors very strongly pleaded that Hindi should be the medium of instruction in all the colleges throughout India. I strongly objected to it. I did not want Hindi to be the medium of instruction in Madras. If we are to have any other medium, it must be the mother-tongue and not Hindi. That apart, English is to be taught for sometime more. I do not think anybody will dispute that position.

"I do not think anybody will dispute that position, for I have

6-45 p.m. only to tell Mr. Gopalaswami and Mr. Vaidyanatha Ayyar that if I say 'alright, you have Hindi as optional to English,' all except perhaps half a dozen of us here, and probably even the most enlightened Brahmans—because they are the people who are more clever to understand the future of things—will rather prefer to take English and not Hindi. I can challenge you, if to-day I say that Hindi is optional to English and ask the people to read and write and study either Hindi or English, they will say 'we do not want Hindi as optional to English' and they will take English and not Hindi; and that will retard the progress of Hindi in this country indeed. Sir, I do not want that to be done in this country now. I have to say this, because unfortunately Mr. Gopalaswami referred to Sri Alladi Krishnaswami Ayyar's speech; it ought not to have been brought here, and it was unfortunate they made reference to it. Your speech is going to be interpreted that you have had the best advantage of English up to now and if you are going to bring in Hindi, they will take the best advantage of Hindi—that will be the interpretation if you are going to bring in the communal Government Order and Sri Alladi Krishnaswami Ayyar's speech here; as I said, it was absolutely unnecessary and unfortunate. That apart, we cannot forget the fact that for the time being, we cannot give up English or keep aside for the time being the number of hours we have to give to English. You want the mother-tongue or the regional language, you want English and you also want Hindi to be compulsory. What is the chance for a Tamil boy in Vijayavada to learn Tamil? Suppose there is a colony of 100 Tamil boys in Vijayavada, what is the chance for them to learn Tamil? Similarly, what is the chance for a Telugu boy in Madras—of course I am taking it that Madras belongs to the Tamil Nad—or in Chingleput or Tiruchirappalli or Mathurai? If there is a colony of 100 Telugu boys in any one of these places, what is their chance to learn Telugu if you wish that English, Hindi and regional language alone should be compulsory and nothing more? I am not compelling anybody; I am only giving a facility where there is a difficulty, by giving an alternative in Part II of the first language; and if a person is particular of making himself an expert in the mother-tongue or the regional language, let him take an intensive study of the mother-tongue besides the general study. If the regional language is not the mother-tongue and if Urdu or Telugu

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or Malayalam or Cannada is his mother-tongue, or if a parent wants that his child should learn Sanskrit, then for Part II he can take Sanskrit. Mr. Karanth said the other day that there were some who were faddists about Sanskrit. I may tell him I am not a faddist about Sanskrit; but if a set of people in this State want to learn Sanskrit, I want to give them the facilities, and I do not want to make it impossible for them to learn Sanskrit. That is my justification for having these two parts in the first language. Whether the first part is to have three periods or the second part is to have four or five periods—that is a matter which requires consideration.

" Sir, Mr. Karanth also said that no child should be asked to study so many languages in one class. I feel, as Mr. Varadachari said, in the secondary schools, a child generally comes to the school-final class by the time he is about 14; a child is in the third form by the time he is 11 and when is eight years old, he is in the first form; at that age, he is not in a position to choose as to which of the languages he should study. And apart from the question of the capacity of the child in the first three forms to choose his language, the choice is to be made by the parent. In the scheme I have now put forward, if the teacher of a class thinks and tells a parent ' I want your child to study only two languages ' as the hon. Leader of the Opposition said, this scheme permits the study of only two languages. If Tamil is his mother-tongue, he will have only Tamil in Parts I and II, and he need study English and the mother-tongue and he need not study Hindi."

THE HON. SRI K. R. KARANTH :—" But study Hindi later."

THE HON. SRI K. MADHAVA MENON :—" According to this scheme, if he wants to study Hindi, he can take it at any time, because I have put Hindi as an alternative to a craft. Only the starting point is at an earlier age. So, my answer to Mr. Karanth is that instead of starting a new language in the fourth form and continue it only for three more years, he can as well start at an earlier age to study it. Mr. Vaidyanatha Ayyar wants proficiency in Hindi; if we take to Hindi, I am sure we can defeat the Hindi-speaking people themselves in their own mother-tongue, even as we have been defeating Englishmen in English. As a matter of fact, we have been defeating in English not so many Englishmen alone but even our own people in other parts of India. Perhaps we are as much clever as the Northerners, but I must say I do not know whether it is possible or necessary or advisable or even practicable to get as much proficiency in Hindi as the Northerners themselves. After all, what is the standard of proficiency to be? To me, if a practical working knowledge of Hindi can be obtained, I shall be satisfied. An intensive knowledge of Hindi may be acquired by people who may like to go to the I.A.S., I.P.S., I.F.S. and other high posts; I shall be satisfied with a thorough knowledge of the mother-tongue and a working knowledge of Hindi. At the same time, it is not a question of my satisfaction. Proficiency in Hindi you can never have, if you start it in the fourth form stage. On the other hand, according to my scheme, you must start the language in the first form and continue it right up to the sixth form, without

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stopping it in the third form; you must continue it for six years. Again, the question was raised that two periods are not sufficient, that at least three periods must be given, and there must be alternate periods of the study of Hindi. One friend suggested 'you can do it by giving up English'. Certainly gradually we shall do so, and we shall reduce the period for English if that is possible; but even with the existing periods for English, we cannot more or less attain a particular standard of English. Some of us do not want English at all, because it is a satanic language, the language of the Britishers who were ruling over us all through. Therefore, a sentimental hatred for English is developing now; whatever may be the language of the Englishmen, we cannot forget the fact that the English language is the language in which we have the latest and the largest amount of literature to-day. I read a couple of months ago in the Readers' Digest an article about the number of books published in English. It said that three followed by thirty cyphers was the number of books published in the English language. I do not think any other language in this country or in the world can boast of a literature like that. So that, a knowledge of a language like that is not going to be a sin even if it be the language of the Englishmen who kept us as slaves. When I say this, I am not pleading for English; but there is no necessity for us to get unnecessarily and sentimentally angry with English as a language. I agree with Mr. Vaidyanatha Ayyar and Mr. Gopalaswami and I would rather give up a portion of English and devote it to Hindi because that is going to be more useful to us hereafter. English may be a sort of luxury to those people who want to study its literature and go to other foreign countries to learn. But let me at once tell my friends that even to-day the demand from parents whose mother-tongue is Tamil, Telugu, Malayalam or Kanarese, is more for English as medium of instruction for their children. It is because we do not like it; the demand in the Anglo-Indian schools of children who are going to take English as medium of instruction is very heavy, but we are not permitting it. It is necessary that the Government should discourage the desire; it must be stopped. We must face the facts to-day. I say that as a rule, there is a demand for English, and there is something genuine about. I do not think we can give it up. I do not know if Mr. Vaidyanatha Ayyar and Mr. Gopalaswami will ask me to completely give up English. They said 'at least take away a portion of the period given to it and add it on to the period for Hindi'. I shall certainly consider that suggestion and take advice. After all, the educationists in our Province are as much patriotic, the people who are in the teacher's profession here are equally if not more patriotic than ourselves—otherwise, what is to become of our children who are to be brought up by them—and I shall certainly consult them in regard to this matter. Our Press also is so efficient and I know it will carry this discussion and this suggestion to all parts of this Province in a day or two, and I will be able to benefit by their advice.

"Sir, there are various other points that have been raised. One of the points that impressed me most, and I think impressed the House too, was that Hindi should be made compulsory. Mr. Vaidyanatha Ayyar asked me to take courage in my hands and

APPENDIX IV.

[Vide item V at page 624 supra.]

G.O. Ms. No. 2121, Education, dated 27th July 1950.

[Education—Secondary—Reorganization—Study of languages—Revised orders—Issued.]

READ—the following :—

G.O. Ms. No. 1375, Education, dated the 28th April 1950.

Government Memorandum No. 14289-B/50-2, Education, dated 13th June 1950.

Order—No. 2121, *Education, dated* 27*th July* 1950.

In G.O. No. 1375, Education, dated the 28th April 1950, the Government decided that three languages should be studied during the secondary-school stage, namely, (i) the regional language or mother-tongue or a classical language or any other language as the first language, (ii) Hindi as the second language and (iii) English as the third language and that these changes should be given effect to progressively commencing from Form I in the school-year, 1950–51. Subsequently, it was ordered that the changes should be held in abeyance during the current school-year and that there would be no change in the curricula for the study of languages until further orders.

2. The Government have considered the question further and have decided that henceforth provision should be made for the study of languages in secondary schools as shown below :—

(i) *First Language.*—The mother-tongue or the regional language consisting of two parts (Parts I and II) of which the study of Part I will be compulsory. Students will be allowed to choose either Part II of the mother-tongue or regional language or a classical or any other Indian language instead.

(ii) *Second Language.*—English—Compulsory.

(iii) *Third Language.*—Hindi—Optional—Those who do not choose Hindi will be allowed to learn an additional craft or occupy themselves during the period allotted for the study of that language in any other approved activity.

3. The above changes in the study of languages will be introduced from the school-year 1950–51, commencing from Form I and given effect to progressively every year up to Form VI.

4. The Director of Public Instruction will prescribe the syllabuses for the various languages to be studied under the revised system approved in this order and also the periods of study for each language. He is requested to submit to Government a copy of the instructions issued by him to the managements of secondary schools in this regard.

(By order of His Excellency the Governor)

S. A. IYENGAR,
Secretary to Government.

Appendix V.

[Vide item V at page 624 supra.]

STUDY OF LANGUAGES IN SECONDARY SCHOOLS.

The position of languages in the reorganized scheme of secondary education introduced in June 1948 (in G.O. Ms. No. 1394, Education, dated 28th May 1948) was as follows :—

First Language.—Regional language.

Third Language.—English from Form II.

Second Language—Forms I to III.—Hindustani or Urdu (with both Persian and Nagari scripts) or a classical language like Sanskrit, Arabic or Persian, compulsory in Andhra, Kerala and Karnataka and optional in Tamil Nad.

Forms IV to VI.—Any language other than the First and the Third *or* a special course in the First Language.

The above orders were modified in respect of the Second Language in G.O. Ms. No. 1643, Education, dated 26th June 1948, eliminating the distinction between the different regions of the State and adding to the list of alternatives to Hindustani for Forms I to III to allow any language other than the First and the Third. Thus modified, the scheme was simultaneously introduced in Forms I *and* IV of 1948–49. Forms II and III and Forms V and VI followed the old scheme. The actual working of the scheme was not found to be as satisfactory as was expected, for the following reasons :—

(1) Certain practical difficulties were experienced by teachers in respect of syllabuses, text-books and time-tables.

(2) From the viewpoint of parents, who alone naturally decide for their children at an age when the children themselves cannot be expected to think and choose, the scheme was found to create difficulties and restrictions of one form or other in respect of the languages the children were asked to choose as their Second Language in the new scheme.

The practical difficulties of the teachers were—

(*a*) Complete and final syllabuses in the regional languages were not published until late in the school-year 1948–49 and consequently suitable text-books for the pupils and reference books for the teachers for a really satisfactory teaching of the languages were not available.

(*b*) No definite provision was made for pupils in Forms II and III in 1948–49 to prepare them to come into the new scheme when they would reach Form IV, at which stage they were expected either to take an intensive course in the First Language or

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to take an altogether new language which they had not in all cases learnt in the lower forms (since the process of introduction of Hindi in Forms II to IV under G.O. No. 2049, dated 28th October 1946, was not complete for all the schools in the State).

(*c*) Many schools were not in a position to introduce the languages scheme in Form IV for want of facilities and had to be granted exemption to follow the old scheme.

(*d*) The different schemes for the Second Language for Forms I to III and from Form IV upward created several anomalies, e.g., a pupil who learnt Hindi in Forms I to III had to drop it if he wished to make an intensive study of the regional language when he came to Form IV; another student could be allowed to learn Sanskrit or a new Second Language at the IV Form stage even though he had not studied it in Forms I to III.

(*e*) The beginning of English in Form II was not expected to achieve by the end of Form VI a standard sufficient for University courses of study.

The disabilities felt by parents on behalf of their children were—

(*a*) A child whom the parent wanted to learn a classical language like Sanskrit could do so only by foregoing the learning of the equally, if not more, important language of Hindustani.

(*b*) Similarly, a child desiring to learn Hindustani could not learn a classical language.

(*c*) A child whose mother-tongue was different from the regional language and who wanted to study both could study neither a classical language nor Hindustani.

The difficulties in respect of teaching were solved for the time being by administrative measures after consultation with members of the teaching profession and officers of the department. These measures were—

(i) Pupils were given the option to choose either the old scheme (known as the 1929 Scheme) of languages or the new one (the 1948 Scheme) until the S.S.L.C. Public Examination at the end of the year 1952–53, when the II Form students of 1948–49 would pass out of the high school.

(ii) The question papers for the 1951 S.S.L.C. Public Examination for both the schemes would be the same.

(iii) No examination was prescribed in the Second Language except for those who took Hindi.

(iv) In the case of those who took Hindi and appeared for the examination, the marks were not to be taken into account in deciding their eligibility for University courses of study.

The inherent disabilities of the scheme of languages were considered first by an Expert Committee of parents, teachers, University authorities and language interests, and then by the

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Provincial Advisory Board of Education and in April 1950 Government (in G.O. No. 1375, Education, dated 28th April 1950) directed that three languages should be studied during the secondary school stage, namely :—

(i) the regional language or mother-tongue or a classical language or any other language as the First Language,

(ii) Hindi as the Second Language, and

(iii) English as the Third Language,

and that this change should be given effect to progressively from Form I from the current school-year. Subsequently, these orders were kept in abeyance until further orders, as it was represented that it would be difficult to give effect to them during the current year. It was contemplated but not explicitly stated in the order that whatever language may be taken as the First Language a certain basic minimum of the regional language or the mother-tongue should be studied by all pupils. This basic minimum had not been defined at the time of the issue of the orders and it was felt that without such a definition the orders could not be given effect to by the schools.

The matter was therefore further considered and the position according to the latest orders of Government (G.O. Ms. No. 2121, dated 27th July 1950) is as follows :—

First Language.—The mother-tongue or the regional language consisting of two parts (Parts I and II), of which the study of Part I will be compulsory. Pupils will be allowed to choose either Part II of the mother-tongue or regional language or a classical or any other Indian language (except Hindi).

Part I will consist of a complete and self-contained language unit, including Prose, Poetry, Language Exercises and Grammar, and Composition. Part II when it is the same language as the mother-tongue or regional language of Part I will consist of graded selections from standard works in prose and poetry; and in the case of classical or additional languages, it will consist of a complete self-contained course on the basis of the language being begun in Form I. The proportion of time between Part I and Part II will be 4 : 3.

Second Language.—This will be English and its study will be compulsory.

Third Language.—This will be Hindi and its study will be optional. For those who do not choose Hindi, provision will be made for the learning of an additional craft or for their being employed in any other approved school activity. The alternatives thus provided will meet the requirements both of those who desire to learn Hindi and of those who have a greater aptitude for achievement in the field of crafts and educative activities.

Thus it will be seen that a pupil can be content with only two languages, his mother-tongue and English. This will satisfy

the view that teaching too many languages to young children is educationally unsound. It also avoids retarding the progress of those who may lack the talent to pick up several languages but whose intellectual ability may be quite good. But those that have the particular talent can take one or even two more languages. They can take up a classical language without losing the chance of studying their mother-tongue or Hindi.

This is merely carrying a step further the achievement of the object with which the diversified courses have been started. Years ago the old Matriculation required every student to take the same subject. The schools final course first provided for an optional subject chosen by the candidate. Our diversified courses have enormously widened the choice to suit varying abilities and needs. The change now proposed for languages has the same end in view.

K. MADHAVA MENON,
Minister.

THE MADRAS LEGISLATIVE ASSEMBLY

Friday, the 1st September 1950.

The House met in the Assembly Chamber, Fort St. George, at eleven of the clock, Mr. Speaker (THE HON. SRI J. SIVA-SHANMUGAM PILLAI) in the Chair.

I.—QUESTIONS AND ANSWERS.

STARRED QUESTIONS.

Language policy in the scheme of studies for secondary education.

* 61 *Q.*—BEGUM SULTAN MIR AMIRUDDIN: Will the Hon. the Minister for Education be pleased to state—

(*a*) whether any representation has been received by the Government in regard to the adoption of a definite language policy in the scheme of studies for secondary education; and

(*b*) if the answer to (*a*) above is in the affirmative, the points that were urged in regard to this matter?

THE HON. SRI K. MADHAVA MENON:—" (*a*) & (*b*) Various individuals and bodies have been sending representations to Government. It is not clear which of the representation is meant by the Member."

BEGUM SULTAN MIR AMIRUDDIN:—" May I know whether the anti-Hindi-ites made representations to the Hon. Minister? "

THE HON. SRI K. MADHAVA MENON:—" I cannot exactly understand the question. There are many people who are anti-Hindi-ites of various degrees and so I am unable to follow exactly which association or individual the hon. Lady Member has in view."

SRI K. R. KARANTH:—" After the last discussion the Hon. Minister promised to hold consultations with certain bodies and pass final orders. May I know at what stage the matter stands in this regard? "

THE HON. SRI K. MADHAVA MENON:—" Various suggestions were made at that meeting, a note of which has been summarized. I have consulted the Director of Public Instruction as to the feasibility of following any or some of them."

SRI K. R. KARANTH:—" May I know whether final conclusion has been arrived at? "

THE HON. SRI K. MADHAVA MENON:—" We had already issued orders regarding the study of languages. I have not stayed that order. Any implementation of suggestions here is not difficult to follow. These changes are sought to be introduced in the First Form and we can do so even before the end of the year."

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SRI V. RAGHAVAYYA :—" Mr. Madhava Menon is not a linguist . . ."

MR. SPEAKER :—" Mr. Madhava Menon has nothing to do with the question."

SRI V. RAGHAVAYYA :—" The Hon. Minister, Mr. Madhava Menon, is not a linguist. So, may I know on whose suggestion and advice he started these lingustic changes in the curriculum of studies? "

THE HON. SRI K. MADHAVA MENON :—" I would like to know the definition of the word ' linguist ' before I can answer the question of the hon. Member."

MR. SPEAKER :—" It is only a few days ago we had a full-dress debate on this subject. Hence I pass on to the next question."

Alleged closure of the Choolai Mills from the 15th August 1950.

* 62 *Q.*—SRI M. KANNIAPPAN : Will the Hon. the Minister for Industries be pleased to state—

(*a*) whether it is a fact that the authorities of the Choolai Mills have proposed to close down the mills from the 15th of this month;

(*b*) if so, whether any intimation has been given to the Government; and

(*c*) what steps the Government propose to take in this connexion?

THE HON. SRI H. SITARAMA REDDI (on behalf of the Hon. Minister for Industries) :—" (*a*) Yes.

" (*b*) Yes.

" (*c*) The mills have at the instance of this Government applied to the Textile Commissioner, Bombay, for assistance in the matter of cotton supplies to them. It is seen from a communication from the Textile Commissioner, Bombay, that the mills have not applied in the form prescribed under the Cotton Control Order and that they have been asked to do so.

" They have also been asked by the Textile Commissioner, Bombay, to explain why, when they themselves are facing a shortage of cotton, they have thought fit to transfer 701 bales of Jarilla cotton to their sister concern, Messrs. Khandesh Spinning and Weaving Mills Company, Limited, Jalgaon, without prior permission. The mills have not thought fit to apply for cotton in the prescribed form and with the necessary deposit, as they are not prepared to accept the terms for requisitioning cotton, namely, that there will be no guarantee either with regard to the quality or year of the cotton that may be requisitioned and that whatever quantity is requisitioned will be entirely at mills' own